

Graduate Studies Bulletin
2017-2018

of

**Jacksonville
State University**

700 Pelham Road North
Jacksonville, Alabama 36265-1602

Jacksonville State University is accredited
by the Southern Association of Colleges and Schools Commission on Colleges, 1866
Southern Lane, Decatur, Georgia 30033-4097, telephone number (404) 679-4500, at
<http://www.sacscoc.org>, to award bachelor's, master's, educational specialist, and
doctoral degrees.

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JACKSONVILLE STATE UNIVERSITY

700 Pelham Road North
Jacksonville, Alabama 36265-1602
(256) 782-5781

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1-800-231-5291
FAX: (256) 782-5321
E-Mail: graduate@jsu.edu
www.jsu.edu/graduate/

DIRECTORY OF SELECTED OFFICES

Career Services (256) 782-5482
207 Merrill Hall
www.jsu.edu/careerservices/

Counseling Services (256) 782-5475
140 Dauge Hall
www.jsu.edu/ccservices/

Office of Housing Operations and Residence Life (256) 782-5122
103 Bibb Graves Hall
www.jsu.edu/housing/

Office of the Registrar (256) 782-5400
113 Bibb Graves Hall
www.jsu.edu/registrar/

Office of Student Accounts (256) 782-5458
245 Bibb Graves Hall
www.jsu.edu/bursar/

Online@JSU (256) 782-8172
212 Self Hall
www.jsu.edu/online/

Student Financial Services (256) 782-5006
107 Bibb Graves Hall
www.jsu.edu/finaid/

Teacher Education Services (256) 782-5574
207 Ramona Wood Hall
www.jsu.edu/education/tes/

Veteran Services (256) 782-8838
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www.jsu.edu/veterans/

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The Graduate Bulletin is published on the JSU website. All information contained in the bulletin is subject to change. Information on changes will be available on the Graduate Studies' website listed as an addendum to the Graduate Bulletin.

Jacksonville State University is an Equal Opportunity/Affirmative Action Institution

GRADUATE PROGRAMS

Minimum requirements for graduation vary among degrees and majors. General admission requirements are found on pages 16-17, application procedures are found on pages 17-34, and specific program requirements are in the program descriptions listed on pages 60-316.

GRADUATE DEGREE TITLES

Doctor of Nursing Practice (DNP)
 Doctor of Science (DSc)
 Educational Specialist (EdS)
 Master of Arts (MA)
 Master of Business Administration (MBA)
 Master of Fine Arts (MFA)
 Master of Public Administration (MPA)
 Master of Science (MS)
 Master of Science in Education (MSE)
 Master of Science in Nursing (MSN)

GRADUATE MAJORS AT THE DOCTORAL LEVEL

Doctor of Nursing Practice (DNP)
 Doctor of Science (DSc)
 Emergency Management

GRADUATE MAJORS AND CONCENTRATIONS AT THE EDUCATIONAL SPECIALIST LEVEL

Educational Specialist (EdS)
 Education
 Library Media (P-12)
 Physical Education
 Teacher Leader
 Counselor Education
 Clinical Mental Health Counseling
 School Counseling (certification only)
 Instructional Leadership

GRADUATE MAJORS AND CONCENTRATIONS AT THE MASTER'S LEVEL

Art/MFA
 Visual Communication Design
 Biology/MS
 Business Administration/MBA
 Accounting
 General Business
 Computer Systems and Software Design/MS

General
 Information Security and Assurance
 Counselor Education/MS
 Clinical Mental Health Counseling
 School Counseling (P-12) (certification and non-certification admission options)
 Criminal Justice/MS
 Early Childhood Education/MSE
 Early Childhood Special Education/MSE
 Elementary Education/MSE
 Emergency Management
 Master of Science/MS
 *Graduate Certificate/CER
 English/MA
 History/MA
 Instructional Leadership/MSE
 *Instructional Leadership Certification (reduced credit hour option at the master's level)/CER
 Instructional Technology/MS (non-teacher certification)
 Liberal Studies/MA
 Library Media/MSE
 Manufacturing Systems Technology/MS
 Mathematics/MS
 Music/MA
 General Music
 Music Education
 Nursing
 Population Health/MSN
 Emergency Management
 Nursing Education
 *Graduate Certificate/CER
 *Emergency Preparedness Nursing Coordinator
 *Nursing Education
 Physical Education/MSE
 P-12 Teacher Education
 Human Performance (non-teacher certification)
 Nutrition (non-teacher certification)
 Psychology/MS
 Public Administration/MPA
 Administrative Management
 Criminal Justice
 Education
 Emergency Management
 Environmental Science Management

Geographical Information Systems
Political Science
Reading Specialist/MSE
Secondary Education/MSE
Biology
Business Marketing Education (6-12)
English Language Arts
Family and Consumer Sciences
General Science
General Social Studies
History
Mathematics
Special Education Collaborative Teacher (K-6) (6-12)/MSE
Sport Management/MS
Sport Management (teacher and non-teacher certification)

***GRADUATE NON-EDUCATION CERTIFICATE PROGRAMS**

*Emergency Management/CER
*Emergency Preparedness Nursing Coordinator/CER
*Nursing Education/CER

***GRADUATE EDUCATION CERTIFICATION PROGRAM**

*Instructional Leadership Certification (reduced credit hour option at the master's level)/CER

*Please review the [Graduate Certificate Disclosure](#) information.

There is a program section in this Graduate Bulletin for each major and concentration. These program sections clearly outline the admission requirements, curriculum, and graduation requirements for each program.

ONLINE GRADUATE PROGRAMS AND CERTIFICATES

BUSINESS

Master of Business Administration/MBA

Business Administration

Accounting

General

COMPUTER SCIENCE

Master of Science/MS

Computer Systems and Software Design

General

Information Security and Assurance

EDUCATION

Educational Specialist/EdS

Clinical Mental Health Counseling

Instructional Leadership

Library Media (P-12)

Physical Education (P-12)

School Counseling (P-12)

Teacher Leader

Master of Science in Education/MSE

Early Childhood Education

Elementary Education

Library Media (P-12)

Physical Education

P-12 Teacher Education

Nutrition (non-teacher certification)

Human Performance (non-teacher certification)

Secondary Education

Business Marketing Education (6-12)

Family and Consumer Sciences

Special Education Collaborative Teacher (K-6) (6-12)

Master of Science/MS

Instructional Technology (non-teacher certification)

Sport Management (teacher and non-teacher certification)

EMERGENCY MANAGEMENT

Doctor of Science/DSc

Master of Science/MS

*Graduate Certificate/CER

NURSING

Master of Science in Nursing

Population Health/MSN

Emergency Management

Nursing Education

*Graduate Certificate/CER

Emergency Preparedness Nursing Coordinator

Nursing Education

PUBLIC ADMINISTRATION

Master of Public Administration/MPA

Administrative Management

Criminal Justice

Education

Emergency Management

Geographical Information Systems

APPLIED ENGINEERING

Master of Science/MS

Manufacturing Systems Technology

*Please review the [Graduate Certificate Disclosure](#) information.

BOARD OF TRUSTEES

The Honorable Kay Ivey
Governor of Alabama
President

NAME	CONGRESSIONAL DISTRICT
Vivian D. Figures	First
Gale Saxon Main	Second
Greg Brown	Third
William Ronald (Ronnie) Smith	Third
Clarence W. Daugette, III	Fourth
Randall Earlie Jones	Fifth
Rusty Fuller	Sixth
Thomas W. Dedrick, Sr.	Seventh
Randy Owen	At-Large
Tommy Ingram	At-Large

HISTORY OF JSU

From modest beginnings, Jacksonville State University has evolved into the educational center of Northeast Alabama. The Alabama Legislature in the 1882-83 session created a state normal school when Governor Edward O'Neal signed into law a bill creating the school on February 22, 1883. Jacksonville State Normal School acquired the facilities and equipment of Calhoun College, consisting of twelve acres of land and a two-story brick building. The Board of Directors elected James G. Ryals, Jr., as the first president. The school opened with three instructors: W. J. Borden, mathematics; Eliza A. Bowen, English; and Ida J. Woodward, primary department. As stipulated in the establishing act, the Normal School conducted a preparatory school for children of the town and surrounding areas. At the end of the first year, on August 15, 1884, William Mark Haymes, President of the Board of Directors, reported that funds totaling \$4,751.25 had been received, including \$2,500 from the state, that 25 students were enrolled in the normal school, and that 222 were in the preparatory school.

The Normal School remained in operation until 1930 when it became Jacksonville State Teachers College, reflecting an increasing higher education role for the institution. Five years later, the college earned regional accreditation from the Southern Association of Colleges and Schools. In 1957, the name again changed, to Jacksonville State College, when the first graduate program, the master's degree in elementary education, was created. On August 2, 1966, the Legislature authorized the State Board of Education to elevate the college to university status. On August 17, 1967, the Legislature established an independent board of trustees for the university and divested jurisdiction from the State Board of Education.

Jacksonville State University has been served by twelve presidents: James G. Ryals, Jr. (1883-85), J. Harris Chappell (1885-86), Carlton Bartlett Gibson (1886-92), J.B. Jarrett (1892-1893), Jacob Forney IV (1893-1899), Clarence William Daugette (1899-1942), Houston Cole (1942-1971), Ernest Stone (1971-1981), Theron E. Montgomery (1981-1986), Harold J. McGee (1986-1999), William A. Meehan (1999-2015), and John M. Beehler (2015-present).

Jacksonville State University has developed into a modern regional university serving Northeast Alabama on a 459 acre campus with 58 buildings. Through its programs of teaching, research, and service, Jacksonville State University has served the region and state for more than one hundred years.

The Jacksonville State University Higher Education Consortium was established in 2003. The McClellan campus houses both Jacksonville State University and Gadsden State Community College.

The offices of Community Engagement and Outreach, In-Service Education Center, Department of Emergency Management, and the Northeast Alabama Police Academy have called JSU McClellan Center home since the beginning of 2004. The Center for Applied Forensics (CFAF) and the Environmental Protection and Information Center (EPIC) have moved from the main campus to the McClellan Center.

MISSION STATEMENT

Jacksonville State University, as a learning-centered community, provides distinctive educational, cultural and social experiences to prepare students to be competent, ethical professionals and engaged, responsible, global citizens.

VISION STATEMENT

Jacksonville State University will be recognized nationally for excellence in providing a transformational learning environment that supports student success and engagement, regional stewardship and innovation.

UNIVERSITY CORE VALUES

Jacksonville State University is committed to:

- Student-Centered Culture
- Excellence
- Transformation
- Innovation
- Engagement
- Stewardship
- Integrity
- Inclusivity

KEY STRATEGIC INITIATIVES

1. Increase Enrollment
Increase enrollment by improving upon the overall recruitment and retention strategies of undergraduate and graduate students.
2. Expand Regional Stewardship
Serve our region of Northeast Alabama by promoting direct, two-way interaction with communities and key external constituencies through the development, exchange, and application of knowledge, information, and expertise for mutual benefit.
3. Enhance University Resources
Maximize and make effective use of resources in order to improve and secure the financial future of Jacksonville State University by increasing revenues, increasing productivity, redefining the fee structure and fee allocation, and diversifying the revenue stream.

4. Expand Innovative Educational Experiences

Develop strategies to enhance the awareness of the importance of providing innovative educational experiences to students and identify innovations in curriculum, learning spaces, academic support systems and student experiences that enhance learning and career preparation.

5. Enhance Branding and Marketing

Enhance the branding and marketing of JSU through increased brand awareness and targeted and engaging marketing strategies to our primary and secondary markets. This will be accomplished through the development of a comprehensive integrated marketing plan that will be delivered through various media and kept current by continuous assessment of our technology and marketing software platforms.

6. Enhance Human Capital

Provide new opportunities and further enhance existing opportunities for promoting and maintaining all aspects of the health, knowledge, skills, abilities, talents, experiences, judgment, and motivation which are possessed by JSU employees. Enhancing of the aforementioned elements, both individually and collectively, help increase the value, morale, productivity of employees and that of JSU's resources, and further increase the sense of belonging. Enhancing JSU's human capital enables employees to enjoy a high standard of health, when access to varied and satisfying opportunities for work, personal creativity, and recreation are provided.

7. Enhance University Infrastructure

Improve and maintain the physical facilities, information technology and networks required to support the university's mission.

UNIVERSITY CALENDAR

Jacksonville State University (JSU) is on a semester calendar that includes a fall and spring semester. Summer terms vary in length from four to six weeks to the entire summer. The fall semester usually begins in late August and ends in mid-December. The spring semester begins after New Year's Day and ends in late April or early May. The summer terms begin in early May and early June. Specific dates for semesters and terms are available from the Registrar's Office, Room 113 Bibb Graves Hall. The JSU class schedule is online. The class schedule can be searched by term, subject, time, instructor, and more. For the online class schedule, go to: www.jsu.edu/registrar/registration.html.

The University Academic Calendar for 2017-2018 will be made available at www.jsu.edu/registrar/academic-calendar/index.html.

FALL SEMESTER 2017

Mar 13-17	Priority Registration
Aug 4	Payment Due Date
Aug 5-10	Registration Closed
Aug 11	Registration Reopens
Aug 19	Residence Halls Open for Move-In
Aug 22	Freshman Convocation
Aug 23	Classes Begin – Late Registration Fee Charged
Aug 29	Payment Due Date
Aug 29	Last Day to Register or Add Classes
Aug 29	Applications for Graduation/Comprehensive Examination for the 2017 Fall Semester Due in Graduate Studies
Aug 29	Applications for Graduate Certificate (Non-Education) for the 2017 Fall Semester Due in Graduate Studies
Sep 4	Labor Day Holiday
Oct 19	Midterm Grades Due
Oct 25	Final Thesis Draft for 2017 Fall Graduation Due in Graduate Studies for Review
Oct 27	Last Day to Drop or Withdraw without Academic Penalty
Nov 10	Last Day to Drop Passing or Withdraw with Academic Penalty
Nov 20-24	Thanksgiving Holidays
Dec 2	Last Day of Class
Dec 4-9	Final Exams
Dec 6	ALL Comprehensive Examination Results from Faculty Due in Graduate Office by 4:30 p.m.
Dec 6	Final Signed Thesis Copies for 2017 Fall Graduation Due in Graduate Studies
Dec 12	Grades Due to the Registrar's Office
Dec 15	Commencement

SPRING SEMESTER 2018

Nov 6-10	Priority Registration
Dec 1	Payment Due Date
Dec 2-6	Registration Closed
Jan 9	Classes Begin – Late Registration Fee Charged
Jan 15	Martin Luther King, Jr. Holiday
Jan 16	Last Day to Register or Add a Class
Jan 16	Applications for Graduation/Comprehensive Examination Due
Jan 16	Applications for Graduate Certificate (Non-Education) Due
Mar 8	Midterm Grades Due
Mar 14	Final Thesis Draft for 2018 Spring Graduation Due to Graduate Studies for Review
Mar 16	Last Day to Drop or Withdraw without Academic Penalty
Mar 19-23	Spring Break
Apr 6	Last Day to Drop Passing or Withdraw with Academic Penalty
Apr 25	Final Signed Thesis Copies for 2018 Spring Graduation Due in Graduate Studies
Apr 25	ALL Comprehensive Examination Results from Faculty Due in Graduate Studies by 4:30 p.m.
Apr 23-28	Final Exams for 2018 Spring Semester
May 1	All Grades Due
May 4	Commencement

SUMMER I SEMESTER 2018

May 16	Classes Begin – Late Registration Fee Charged
May 28	Memorial Day Holiday
June 20	Final Exams
Aug 3	Commencement

SUMMER 4 WEEK 2018

Jun 4	Classes Begin – Late Registration Fee Charged
Jun 28	Final Exams
Aug 3	Commencement

SUMMER II 2018

Jun 25	Classes Begin – Late Registration Fee Charged
Jul 4	Independence Day Holiday
Jul 30	Final Exams
Aug 3	Commencement

FULL SUMMER 2018

May 16	Classes Begin – Late Registration Fee Charged
May 28	Memorial Day Holiday
Jul 4	Independence Day Holiday
Jul 30	Final Exams
Aug 3	Commencement

THESIS DUE DATES FOR SUMMER 2018

Jun 20	Final Thesis Draft for 2018 Summer Degree Conferral Due to Graduate Studies for Review
Jul 25	Final Signed Thesis Copies for 2018 Summer Degree Conferral Due to Graduate Studies

ADMISSION TO GRADUATE STUDIES

Applicants must meet admission requirements for the program to which they are applying. For specific requirements of a particular program, see the appropriate program section of this bulletin.

To apply for admission to Graduate Studies, a prospective student must complete an online Graduate Application for Admission and pay the \$35 application fee at www.jsu.edu/graduate/admission/grad_app.html. Applications must be submitted with payment by Discover, MasterCard, or VISA.

Applications will be valid for a period of two years. Anyone wishing to reapply after the two-year period must submit a new graduate admission application, along with the \$35 application fee, and comply with new admission criteria, where appropriate. This will include any returning students who have previously completed a graduate degree or certificate program.

The deadline for applications to most programs will be on or before the first day of classes for any given semester. First time enrollees for programs with an application deadline of the first day of classes for any given semester must seek immediate advisement to register for classes.

Applicants who wish to transfer to JSU and be accepted into a graduate degree or certificate program must be in good academic standing at their current institution and meet the admission requirements for the program applied for.

Programs with deadline dates for applications and receipt of all required application materials are listed below. Deadline dates for applications and receipt of all required application materials for the following programs are: July 1 for fall admission, November 1 for spring admission, and April 1 for summer admission.

- Computer Science (there is no summer admission for this program)
- Counselor Education/Clinical Mental Health Counseling
- Counselor Education/School Counseling (certification and non-certification admission options)
- Instructional Leadership
- Instructional Technology
- Library Media
- Master of Business Administration
- Master of Public Administration
- Master of Science with a major in Sport Management
- Teacher Leader

Master of Science in Psychology – Applicants for the Master of Science with a major in psychology are considered for admission for the fall semester only, and all required application materials must be received by August 1. Applications received before April 15 will be given priority consideration. Applications completed after August 1 will be considered for admission in the fall semester of the following year, unless otherwise specified.

Master of Fine Arts in Visual Communication Design – The general application deadline is February 1 for fall and October 1 for spring. Applicants will only be accepted for enrollment each fall and spring semester. Preference will be given to applicants for full-time study. Contact the Department of Art for more information at 256-782-5626.

Master of Social Work – Applicants for the Master of Social Work are considered for admission for the fall semester only, and all required application materials must be received by July 1. Applications received before March 15 will be given priority

consideration. Applications completed after July 1 will be considered for admission in the fall semester of the following year, unless otherwise specified.

Doctor of Nursing Practice – Applicants for the Doctor of Nursing Practice are considered for admission for the fall semester only, and all required application materials must be received in Graduate Studies by January 15. Applications completed after January 15 will be considered for admission in the fall semester of the following year.

Doctor of Science with a Major in Emergency Management – Applicants for the Doctor of Science with a major in emergency management are considered for admission for the fall semester only, and all required application materials must be received in Graduate Studies by January 31. Applications completed after January 31 will be considered for admission in the fall semester of the following year.

If a student wishes to complete more than one graduate degree or graduate certificate at a given time, the student must contact the Director of Graduate Studies prior to application.

APPLICATION PROCEDURES

GRADUATES OF ACCREDITED INSTITUTIONS

To be considered for admission to the educational specialist or a master's degree program, all of the following documentation must be submitted to Graduate Admissions, Jacksonville State University, 700 Pelham Road North, Jacksonville, Alabama 36265-1602. Additional admission criteria may be found in each program section of this bulletin.

1. Completed JSU Graduate Application for Admission (available online at www.jsu.edu/graduate/admission/grad_app.html).
2. Non-refundable \$35.00 application processing fee.
3. Official transcripts from all colleges/universities with degrees posted. (Students who have previously attended JSU do not need to request a transcript from the university.)
4. Official test scores on the Graduate Management Admission Test (GMAT), General Test of the Graduate Record Examination (GRE), or the Miller Analogies Test (MAT). (Only needed if required by the program. Please check the individual program requirements which are listed in the front of each program section.)

Information regarding application for these tests may be obtained by contacting the appropriate organization below.

Graduate Management Admission Test
Educational Testing Service
P.O. Box 6103
Princeton, NJ 08541-6103
Telephone: 1-800-GMAT-NOW or (609) 771-7330
Website: www.mba.com
Email: gmata@ets.org

Graduate Record Examination
Educational Testing Service
P.O. Box 6000
Princeton, NJ 08541-6000

Telephone: (866) 473-4373 (Princeton, NJ)
 (609) 771-7670 (outside U.S. and Canada)
 Website: www.gre.org

Miller Analogies Test
 19500 Bulverde Road
 San Antonio, TX 78259-3701
 Telephone: 1-800-622-3231
www.milleranalogies.com

Miller Analogies Test
 Registration at JSU
 Counseling Services
 Telephone: (256) 782-5475
www.jsu.edu/ccservices/mat.html

5. ALL certificate(s) should be clear and renewable throughout the program and at graduation. (If the student has an Alabama or Georgia teaching certificate, our office will pull it for the student.)
6. Verification of Educational Experience form is required for the following programs. Applicants should contact their superintendent's office/central office for completion of this form or online at <http://www.alsde.edu/sec/ec/Misc%20Docs/SUPPLEMENT%20EXP.pdf#search=Supplement%20EXP>.

Library Media – Students who apply for Library Media on or after July 1, 2017, must have completed two years of full-time acceptable educational work experience prior to admission to the program.

Reading Specialist – Students who apply for Reading Specialist on or after July 1, 2017, must have completed two years of full-time acceptable educational work experience prior to admission to the program.

School Counseling – Students who apply for School Counseling on or after July 1, 2017, must have completed two years of full-time acceptable professional educational work experience prior to admission to the program.

Instructional Leadership – Minimum of three full years of full-time, satisfactory professional educational experience in a P-12 setting, which must include P-12 teaching experience, if admitted prior to August 2010, or have a minimum of three full years of full-time, acceptable professional educational experience in a P-12 setting, which must include at least one full year of full-time P-12 teaching experience, if admitted on or after August 1, 2010.

Teacher Leader – A minimum of three full years of full-time teaching experience in a P-12 setting.

7. Background check. Any candidate applying for admission to a state-approved teacher education program shall be required to be fingerprinted for a criminal history background check through the Alabama State Department of Education to the Alabama Bureau of Investigation (ABI) and the Federal Bureau of

Investigation (FBI). Applicants should contact Cogent Systems at www.cogentid.com/alabama for direction in completing this process.

8. Three Graduate Reference Forms completed by individuals who can provide qualitative assessment of the applicant's potential for success in graduate course work. Reference forms will be submitted electronically. Instructions for submission will be sent through email to the applicant upon submission of the online graduate application.

Master of Social Work – Forms must be completed by individuals who can assess the applicant's potential for success in graduate study (at least one from a previous professor/instructor and one from a supervisor of a paid or unpaid social services agency. (Letters from friends and family members are not suitable.)

Doctor of Nursing Practice – Graduate Reference Forms must be completed by individuals who can provide qualitative assessment of the applicant's potential for success in graduate course work and cite potential professional leadership ability. Reference forms will be submitted electronically. Instructions for submission will be sent through email to the applicant upon submission of the online graduate application.

Reduced Credit Hour Option in Instructional Leadership at the Master's Level – One of the references must be from the applicant's principal, one from the superintendent, and one from an individual who can provide qualitative assessment of an applicant's potential for success in graduate course work.

EdS and MSE in Instructional Leadership – One of the references must be from the applicant's principal or district supervisor. The other two references must be from individuals who can provide qualitative assessment of an applicant's potential for success in graduate course work.

9. If English is not the applicant's native language, the applicant is required to submit an official Test of English as a Foreign Language (TOEFL) score report or an International English Language Testing System (IELTS) score report or the Pearson Test of English (PTE). A minimum score of 550 on the paper-based TOEFL, 213 on the computer-based TOEFL, or 79 on the internet-based TOEFL is required for admission. A minimum score of 6.0 on the IELTS is required for admission. A minimum score of 56 on the PTE is required for admission. The TOEFL, IELTS, or the PTE are not required for international students who have earned a bachelor's or higher degree from a United States regionally accredited institution.

Alternatively, the applicant may successfully complete Level 4 of the Intensive English program at JSU's English Language Institute. Explore this option at www.jsu.edu/eli.

Note: Students with degrees from the following countries, which have English as the official language, are exempted from the above tests: Antigua and Barbuda, Australia, Bahamas, Barbados, Belize, Bermuda, Canada (except Quebec), Fiji, Grenada, Guyana, Ireland, Jamaica, Kiribati, Marshal Islands, Micronesia, New Zealand, Solomon Island, St. Kitts and Nevis, St. Lucia, St. Vincent and the Grenadines, Trinidad and Tobago, United Kingdom.

If you are an international student, please see the international application section of this bulletin on pages 22-26.

10. The Director of Graduate Studies will make the final decision regarding a student's application for admission to graduate studies at JSU.

GRADUATES OF UNACCREDITED INSTITUTIONS LOCATED IN THE UNITED STATES

Applicants who hold degrees from unaccredited institutions located in the U.S. must submit to Graduate Admissions, 320 Bibb Graves Hall, Jacksonville State University, 700 Pelham Road North, Jacksonville, Alabama 36265-1602, all of the following documentation to be considered for admission. Additional admission criteria may be found in each individual program section of this bulletin.

1. Completed JSU Graduate Application for Admission (available online at www.jsu.edu/graduate/admission/grad_app.html).
2. Non-refundable \$35.00 application processing fee.
3. Official transcripts from all colleges/universities with degrees posted. (Students who have previously attended JSU do not need to request a transcript from the university.)
4. Certification of acceptance of degree by the deans of graduate schools of three (3) regionally accredited public institutions in the state where the unaccredited institution is located. (For names of accredited public institutions, contact Graduate Studies.)
5. Official test scores on the Graduate Management Admission Test (GMAT), the General Test of the Graduate Record Examination (GRE), or the Miller Analogies Test (MAT). (Only needed if required by the program. Please check the individual program requirements which are listed in the front of each program section.)

Information regarding application for these tests may be obtained by contacting the appropriate organization listed below.

Graduate Management Admission Test
Educational Testing Service
P.O. Box 6103
Princeton, NJ 08541-6103
Telephone: 1-800-GMAT-NOW or (609) 771-7330
Website: www.mba.com
Email: gmtat@ets.org

Graduate Record Examination
Educational Testing Service
P.O. Box 6000
Princeton, NJ 08541-6000
Telephone: (866) 473-4373 (Princeton, NJ)
(609) 771-7670 (outside U.S. and Canada)
Website: www.gre.org

Miller Analogies Test
1950 Bulverde Road
San Antonio, TX 78259-3701
Telephone: 1-800-622-3231
www.milleranalogies.com

Miller Analogies Test
 Registration at JSU
 Counseling Services
 Telephone: (256) 782-5475
www.jsu.edu/ccservices/mat.html

Rather than the formula requirements listed in the program sections of this bulletin, applicants who hold degrees from unaccredited institutions located in the U.S. must earn a total score on the verbal and quantitative measures of the General Test of the GRE equal to or greater than 900 points or an MAT score equal to or greater than 399 points.

Students applying for admission to the Master of Business Administration (MBA) must submit GMAT scores (minimum score of 400 on GMAT) and meet unconditional admission requirements (see MBA section of this bulletin).

Students applying for admission to the Master of Public Administration (MPA) must submit GMAT, GRE, or MAT scores and meet unconditional admission requirements (see MPA section of this bulletin).

Students applying for admission to the Master of Science (MS) with a major in computer systems and software design must submit GRE or GMAT scores and meet unconditional admission requirements (see Computer Systems and Software Design section of this bulletin).

Students applying for admission to the Master of Science (MS) with a major in manufacturing systems technology must submit GMAT, GRE, or MAT scores and meet unconditional admission requirements (see Manufacturing Systems Technology section of this bulletin).

Students applying for admission to the Master of Science in Nursing (MSN) must submit GRE or MAT scores and meet unconditional admission requirements (see Nursing section of this bulletin).

6. Three Graduate Reference Forms completed by individuals who can provide qualitative assessment of applicant's potential for success in graduate course work. Reference forms will be submitted electronically. Instructions for submission will be sent through email to the applicant upon submission of the online graduate application.
7. If English is not the applicant's native language, the applicant is required to submit an official Test of English as a Foreign Language (TOEFL) score report or an International English Language Testing System (IELTS) score report or the Pearson Test of English (PTE). A minimum score of 550 on the paper-based TOEFL, 213 on the computer-based TOEFL, or 79 on the internet-based TOEFL is required for admission. A minimum score of 6.0 on the IELTS is required for admission. A minimum score of 56 on the PTE is required for admission. The TOEFL, IELTS, or the PTE are not required for international students who have earned a bachelor's or higher degree from a United States regionally accredited institution.

Alternatively, the applicant may successfully complete Level 4 of the Intensive English program at JSU's English Language Institute. Explore this option at www.jsu.edu/eli.

Note: Students with degrees from the following countries, which have English as the official language, are exempted from the above tests: Antigua and Barbuda, Australia, Bahamas, Barbados, Belize, Bermuda, Canada (except Quebec), Fiji,

Grenada, Guyana, Ireland, Jamaica, Kiribati, Marshal Islands, Micronesia, New Zealand, Solomon Island, St. Kitts and Nevis, St. Lucia, St. Vincent and the Grenadines, Trinidad and Tobago, United Kingdom.

If you are an international student, please see the international application section of this bulletin on pages 22-26.

8. The Director of Graduate Studies will make the final decision regarding a student's application for admission to graduate studies at JSU.

GRADUATES OF UNACCREDITED INSTITUTIONS LOCATED OUTSIDE THE UNITED STATES

Applicants, including all graduates of international institutions, who hold degrees from unaccredited institutions must submit to Graduate Admissions, Jacksonville State University, 700 Pelham Road North, Jacksonville, Alabama 36265-1602, all of the following documentation to be considered for admission. Additional admission criteria may be found in each individual program section of this bulletin. Federal financial aid is not available to international students.

1. Completed JSU Graduate Application for Admission (available online at www.jsu.edu/graduate/admission/grad_app.html).
2. Non-refundable U.S. \$35.00 application processing fee.
3. *Complete and official college/university transcripts in issuing institution's sealed envelope. Must be translated in English.
4. *Official bachelor's degree certificate or diploma in issuing institution's sealed envelope.
*An evaluation of Foreign Education Credentials (course-by-course evaluation) prepared by an evaluator acceptable to the university can be submitted in place of official transcripts and bachelor's degree certificate. Please check with the National Association of Credential Evaluation Services (NACES) for a complete list of service providers acceptable to JSU.
5. Copy of bank letter or bank statement showing a minimum balance of \$30,500 (U.S. dollars). The letter or statement should bear the bank's seal/stamp along with an authorized signature.
6. Official test scores on the Graduate Management Admission Test (GMAT), General Test of the Graduate Record Examination (GRE), or the Miller Analogies Test (MAT). (Only needed if required by the program. Please check the individual program requirements which are listed in the front of each program section.)

Information regarding application for these tests may be obtained by contacting the appropriate organization below.

Graduate Management Admission Test
Educational Testing Service
P.O. Box 6103
Princeton, NJ 08541-6103
Telephone: 1-800-GMAT-NOW or (609) 771-7330
Website: www.mba.com
Email: gmtat@ets.org

Graduate Record Examination
Educational Testing Service
P.O. Box 6000
Princeton, NJ 08541-6000
Telephone: (866) 473-4373 (Princeton, NJ)
(609) 771-7670 (outside U.S. and Canada)
Website: www.gre.org

Miller Analogies Test
19500 Bulverde Road
San Antonio, TX 78259-3701
Telephone: 1-800-622-3231
www.milleranalogies.com

Miller Analogies Test
Registration at JSU
Counseling Services
Telephone: (256) 782-5475
www.jsu.edu/ccservices/mat.html

Rather than the formula requirements listed under the program sections of this bulletin, applicants who hold degrees from unaccredited institutions located outside the United States must earn a total score on the verbal and quantitative sections of the General Test of the GRE equal to or greater than 900 points or an MAT score equal to or greater than 399 points.

Students applying for admission to the Master of Business Administration (MBA) must submit GMAT scores (minimum score of 400 on GMAT) and meet unconditional admission requirements (see MBA section of this bulletin).

Students applying for admission to the Master of Public Administration (MPA) must submit GMAT, GRE, or MAT scores and meet unconditional admission requirements (see MPA section of this bulletin).

Students applying for admission to the Master of Science (MS) with a major in computer systems and software design must submit GMAT or GRE scores and meet unconditional admission requirements (see Computer Systems and Software Design section of this bulletin).

Students applying for admission to the Master of Science (MS) with a major in manufacturing systems technology must submit GMAT, GRE, or MAT scores and meet unconditional admission requirements (see Manufacturing Systems Technology section of this bulletin).

Students applying for admission to the Master of Science in Nursing (MSN) must submit GRE or MAT scores and meet unconditional admission requirements (see Nursing section of this bulletin).

7. Three Graduate Reference Forms completed by individuals who can provide qualitative assessment of the applicant's potential for success in graduate course work. Reference forms will be submitted electronically. Instructions for submission will be sent through email to the applicant upon submission of the online graduate application.
8. The Director of Graduate Studies will make the final decision regarding a student's application for admission to graduate studies at JSU.

INTERNATIONAL STUDENT APPLICANTS

An international student is anyone who is not a U.S. citizen or classified as a permanent resident of the United States. International students who seek admission to JSU must hold either a bachelor's degree from a regionally accredited U.S. institution or a degree equivalent to a bachelor's degree from a regionally accredited U.S. institution. International students must submit all of the following documentation to Graduate Admissions, Jacksonville State University, 700 Pelham Road North, Jacksonville, Alabama 36265-1602, to be considered for admission. Additional admission criteria may be found in each individual program section of this bulletin. Federal financial aid is not available to international students.

1. Completed JSU Graduate Application for Admission (available online at www.jsu.edu/graduate/admission/grad_app.html).
2. Non-refundable \$35.00 application processing fee.
3. *Complete and official college/university transcripts in issuing institution's sealed envelope. Must be translated in English.
4. *Official bachelor's degree certificate or diploma in issuing institution's sealed envelope.

*An evaluation of Foreign Education Credentials (course-by-course evaluation) prepared by an evaluator acceptable to the university can be submitted in place of official transcripts and bachelor's degree certificate. Please check with the National Association of Credential Evaluation Services (NACES) for a complete list of service providers acceptable to JSU.
5. Copy of bank letter or bank statement showing a minimum balance of \$30,500 (U.S. dollars). The letter or statement should bear the bank's seal/stamp along with an authorized signature.
6. Submit a copy of passport.
7. Official test scores on the GMAT, General Test of the GRE, or the MAT. International students who have earned a bachelor's degree from a United States regionally accredited institution must meet formula requirements as listed in the individual program sections of this bulletin.

Information regarding application for these tests may be obtained by contacting the appropriate organization below.

Graduate Management Admission Test
Educational Testing Service
P.O. Box 6103
Princeton, NJ 08541-6103
Telephone: 1-800-GMAT-NOW or (609) 771-7330
Website: www.mba.com
Email: gmtat@ets.org

Graduate Record Examination
Educational Testing Service
P.O. Box 6000
Princeton, NJ 08541-6000
Telephone: (866) 473-4373 (Princeton, NJ)
(609) 771-7670 (outside U.S. and Canada)
Website: www.gre.org

Miller Analogies Test
 19500 Bulverde Road
 San Antonio, TX 78259-3701
 Telephone: 1-800-622-3231
www.milleranalogies.com

Miller Analogies Test
 Registration at JSU
 Counseling Services
 Telephone: (256) 782-5475
www.jsu.edu/ccservices/mat.html

8. Three Graduate Reference Forms completed by individuals who can provide qualitative assessment of the applicant's potential for success in graduate course work. Reference forms will be submitted electronically. Instructions for submission will be sent through email to the applicant upon submission of the online graduate application. Please see specific program guidelines for additional information on required references.
9. If English is not the applicant's native language, the applicant is required to submit an official Test of English as a Foreign Language (TOEFL) score report or an International English Language Testing System (IELTS) score report or the Pearson Test of English (PTE). A minimum score of 550 on the paper-based TOEFL, 213 on the computer-based TOEFL, or 79 on the internet-based TOEFL is required for admission. A minimum score of 6.0 on the IELTS is required for admission. A minimum score of 56 on the PTE is required for admission. The TOEFL, IELTS, or the PTE are not required for international students who have earned a bachelor's or higher degree from a United States regionally accredited institution.

Alternatively, the applicant may successfully complete Level 4 of the Intensive English program at JSU's English Language Institute. Explore this option at www.jsu.edu/eli.

Note: Students with degrees from the following countries, which have English as the official language, are exempted from the above tests: Antigua and Barbuda, Australia, Bahamas, Barbados, Belize, Bermuda, Canada (except Quebec), Fiji, Grenada, Guyana, Ireland, Jamaica, Kiribati, Marshal Islands, Micronesia, New Zealand, Solomon Island, St. Kitts and Nevis, St. Lucia, St. Vincent and the Grenadines, Trinidad and Tobago, United Kingdom.

10. As an international student, you will be required to enroll as a full time student with at least nine credit hours each semester. At least six of those hours must be taken in a face-to-face format, if you plan to reside in the United States. If you plan to earn a degree online and do not plan to travel to the United States, this stipulation does not apply. Our graduate classes are scheduled to accommodate this requirement, and it is the university's expectation that all students abide by this law. Failure to do so could result in your being classified as out-of-status with United States Immigration.

Please refer to our distance learning unit to view a listing of programs that can be earned completely online (www.jsu.edu/graduate/programs/index.html).

International graduate students with prerequisite/foundation courses must maintain at least 12 semester credit hours at all times. The classes can be a combination of undergraduate and graduate courses. International students

must have at least nine semester credit hours of traditional or web-assisted classes (non-online courses) out of a total of 12 credit hours.

11. International students are required to carry health and repatriation insurance.
12. The Director of Graduate Studies will make the final decision regarding a student's application for admission to graduate studies at JSU.

CHANGE OF MAJOR OR CONCENTRATION

If at any time a student wishes to change from one major or concentration to another, the student must submit a Change of Major form to Graduate Admissions. Access to the form may be found online at www.jsu.edu/graduate/student-resources/index.html.

The student must meet the admission requirements of the newly selected major or concentration as specified in the bulletin current at the time the student is changing. The student must be in good academic standing in their current major.

Due to Federal financial aid regulations, the graduate admissions office will not be able to process your request to change your major until the end of each semester. Please be aware, change of major requests will only be processed at the end of each semester through the day before the next semester begins.

APPLICANTS FOR PROFESSIONAL DEVELOPMENT

A student who holds a bachelor's degree from a regionally accredited institution may enroll in graduate courses for professional development. All of the following documentation must be submitted to Graduate Admissions, Jacksonville State University, 700 Pelham Road North, Jacksonville, Alabama 36265-1602, to be considered for admission as a non-degree seeking graduate student. Applicants may be permitted to enroll for one semester of graduate course work while completing all other general application requirements.

1. Completed JSU Graduate Application for Admission (available online at www.jsu.edu/graduate/admission/grad_app.html).
2. Non-refundable \$35.00 application processing fee.
3. Official transcripts from all colleges/universities with degrees posted. (Students who have previously attended JSU do not need to request a transcript from the university.)
4. If English is not the applicant's native language, the applicant is required to submit an official Test of English as a Foreign Language (TOEFL) score report or an International English Language Testing System (IELTS) score report or the Pearson Test of English (PTE). A minimum score of 550 on the paper-based TOEFL, 213 on the computer-based TOEFL, or 79 on the internet-based TOEFL is required for admission. A minimum score of 6.0 on the IELTS is required for admission. A minimum score of 56 on the PTE is required for admission. The TOEFL, IELTS, or the PTE are not required for international students who have earned a bachelor's or higher degree from a United States regionally accredited institution.

Alternatively, the applicant may successfully complete Level 4 of the Intensive English program at JSU's English Language Institute. Explore this option at www.jsu.edu/eli.

Note: Students with degrees from the following countries, which have English as the official language, are exempted from the above tests: Antigua and Barbuda, Australia, Bahamas, Barbados, Belize, Bermuda, Canada (except Quebec), Fiji,

Grenada, Guyana, Ireland, Jamaica, Kiribati, Marshal Islands, Micronesia, New Zealand, Solomon Island, St. Kitts and Nevis, St. Lucia, St. Vincent and the Grenadines, Trinidad and Tobago, United Kingdom.

If you are an international student, please see the international application section of this bulletin on pages 22-26.

If at a later date the student decides to pursue a degree at JSU, the student must petition, in writing, to the Director of Graduate Studies that the course(s) taken as a non-degree student be counted toward the degree. The student must also meet the admission requirements for the degree program.

APPLICANTS FOR ACCELERATED SENIOR PRIVILEGE

Accelerated senior privilege is offered for graduate courses in the School of Arts and Humanities, School of Business and Industry, School of Education, School of Health Professions and Wellness, School of Human Services and Social Sciences, and the School of Science.

A graduating senior may apply to Graduate Studies for accelerated senior privilege by submitting the following items to Graduate Admissions, Jacksonville State University, 700 Pelham Road North, Jacksonville, Alabama 36265-1602:

1. Completed JSU Graduate Application for Admission (available online at www.jsu.edu/graduate/admission/grad_app.html).
2. Non-refundable \$35.00 application processing fee.
3. A verification form (available in the office of Graduate Studies) completed by the certification officer or academic advisor of the school of the student's undergraduate major and submitted to Graduate Studies which verifies the following:
 - A. The student holds an overall GPA of 3.00 and a GPA of 3.00 in the undergraduate major;
 - B. The student is within six semester hours of successfully completing undergraduate degree requirements; and
 - C. The student has passed the English Competency Examination (ECE).

In addition, the following restrictions are placed on accelerated senior privilege:

1. All students who have been granted accelerated senior privilege must register for course work in Graduate Studies;
2. The student may take no more than six semester hours of graduate level courses prior to the completion of all undergraduate degree requirements. The student will not be allowed to register for additional graduate level courses until all undergraduate degree requirements have been met;
3. The student must not exceed a total course load (undergraduate and graduate) of 13 semester hours in the fall and spring and combined summer semesters. Any exception to this regulation must be approved by the department head and the Director of Graduate Studies;
4. MBA students must provide an official GMAT score of at least 400 prior to enrolling in senior privilege classes;

5. Students in programs other than MBA must provide official test scores of the appropriate test (GRE or MAT) prior to the end of the semester of accelerated senior privilege enrollment; and
6. The student must provide to Graduate Admissions three Graduate Reference Forms prior to the end of the semester of accelerated senior privilege enrollment. These forms must be completed by individuals who can provide qualitative assessment of the applicant's potential for success in graduate course work. Reference forms will be submitted electronically. Instructions for submission will be sent through email to the applicant upon submission of the online graduate application.

Accelerated senior privilege will also be extended to graduating seniors at other colleges and universities, provided all conditions specified above are met.

TRANSIENT STUDENT APPLICANT

A graduate student in good standing at a regionally accredited college or university may be admitted to Jacksonville State University as a transient student. All of the following documentation must be submitted to Graduate Admissions, Jacksonville State University, 700 Pelham Road North, Jacksonville, Alabama 36265-1602, prior to enrolling in graduate course work to be considered for admission as a transient student:

1. Completed JSU Graduate Application for Admission (available online at www.jsu.edu/graduate/admission/grad_app.html).
2. Non-refundable \$35.00 application processing fee.
3. A letter of good standing from the dean of the graduate school of residence or an official transcript.

In addition, it is the student's responsibility to request that a JSU transcript be forwarded to the college of residence upon completion of the course(s).

NONDISCRIMINATION Title VI, Civil Rights Act of 1964

Jacksonville State University has filed an Assurance of Compliance with the Federal Government that states that no person in the United States shall, on the ground of age, religion, race, color, sex, handicap, veterans status, or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program or activity of the institution. This institution is committed not to discriminate against any person in its admission policies and practices or any other policies relating to treatment of students and other individuals, including provision of services, financial aid and other benefits, and including the use of any building, structure, room, space, materials, equipment, facility or other property. Any person who believes he, she, or any class of individuals has been subjected to discrimination may, individually or by a representative, file a written complaint with the United States Commissioner of Education or with this institution, or both.

Section 504/Americans With Disabilities Act (ADA)

Jacksonville State University has filed with the Federal Government an Assurance of Compliance with Section 504 of the Rehabilitation Act of 1973 and The Americans with Disabilities Act, as amended.

The university does not discriminate on the basis of disability and no qualified disabled person shall, on the basis of disability, be excluded from participation in, be denied the

benefits of, or otherwise be subjected to discrimination under any program or activity which receives or benefits from federal assistance.

The compliance officer for Section 504 and the ADA is Jai Ingraham, Coordinator, Diversity and Inclusion and Title IX Coordinator, telephone (256) 782-8565.

PRIVACY RIGHTS OF STUDENTS

At least annually, the university notifies its eligible students of its policy on privacy rights of a student as follows:

1. Access to records.

- a) Subject to the limitations contained in (b) which follows, the education records of an eligible student shall be accessible to such students. Such right of access shall include the right to be provided a list of the types of education records which are maintained by the institution and are directly related to students; the right to inspect and review the content of those records; the right to obtain copies of those records, which may be at the expense of the eligible student (but not to exceed actual cost to the institution of reproducing such copies), the right to a response from the institution to reasonable requests for explanations and interpretations of those records; the right to an opportunity for a hearing to challenge the content of those records; if any material or document in the education records of the student includes information on more than one student, the right to inspect and review only such part of such material or document as related to such student or to be informed of the specific information contained in such part of such material.
- b) The following materials will not be available to an eligible student: financial records of the parents of the student or any information contained therein; confidential letters and statements of recommendations, which were placed in the education records prior to January 1, 1975, if such letters or statements are not used for purposes other than those for which they were specifically intended; if the student has signed a waiver of the student's right of access, confidential recommendations (1) respecting admission to any education agency or institution, (2) respecting an application for employment and (3) respecting the receipt of an honor or honorary recognition.

2. Procedures for granting access.

- a) An eligible student desiring access to his/her education records shall make a request in writing to the appropriate office. Requests concerning (1) admissions should be made to the Office of Admissions; (2) student records should be made to the University Registrar (3) financial records should be made to the Vice President of Finance and Administration/CFO; (4) financial aid records should be made to the Director of Student Financial Services; (5) placement, counseling, disciplinary, health and security records should be made to the Vice President for Student Affairs; (6) school and departmental records should be made to the dean of the appropriate school; (7) employment records should be made to the Director of Human Resources.
- b) In the event the records are not produced for inspection as set out above, or there is some question as to the right or duty of the office to produce them for inspection, the matter shall forthwith be submitted to the head of the office involved for determination. An appeal of his decision may be made immediately to the President of the University, who may notify the Records Grievance Committee, if appropriate.

3. Challenges of the content of records.
 - a) Any dispute with an eligible student regarding the content of his/her education records will be settled, if possible, through an informal meeting and discussion with the student.
 - b) If the dispute is not settled through informal meeting and discussion referred to above, either the student or the appropriate official of the university may request a formal hearing on the matter. The hearing shall be conducted and the decision rendered by the Records Grievance Committee appointed by the President. At said hearing, the eligible student shall be afforded a full and fair opportunity to present evidence relevant to the issues involved. A decision shall be rendered in writing by the committee within a reasonable period of time after the conclusion of the hearing, in no case to be more than 15 days.
4. Release of personally identifiable records.
 - a) An eligible student may request in writing that directory information not be made accessible to any party except those set forth in (b) below. Any such request shall be made within seven days after the formal registration period ends; this request may not be withdrawn during the semester in which made. Directory information includes the student's name, mailing address, telephone listing, JSU email address, enrollment status (full-time, part-time), currently enrolled or not, class/level, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, prior post-secondary institution(s) attended, JSU photograph(s), dates of attendance, thesis/dissertation title, degrees and awards received. The university reserves the right to deny directory information.
 - b) Without the written consent of an eligible student, other education records shall not be made accessible to any party other than the following: other university officials and teachers who have a legitimate education interest in such records; officials of other schools in which the student seeks and intends to enroll; the Comptroller General of the United States; the Secretary of the Office of Education; the U.S. Commissioner of Education; the Director of the National Institute of Education; the Assistant Secretary for Education; authorized state educational authorities; the appropriate authorities in connection with the student's application for or receipt of financial aid; state and local officials or authorities to which such information is specifically required to be reported or disclosed by state law adopted prior to November 19, 1974; organizations conducting studies for, or on behalf of, educational agencies or institutions for the purpose of developing, validating, or administering predictive tests, administering student aid programs, and improving instruction, if such studies are conducted in such manner as will not permit the personal identification of students and their parents by persons other than representatives of such organizations, and such information will be destroyed when no longer needed for the purpose for which it is conducted; accrediting organizations in order to carry out their accrediting functions; parents of a dependent student or such parents, as defined in section 152 of the Internal Revenue Code of 1954; or in compliance with judicial order, or pursuant of any lawfully issued subpoena, upon condition that the students are notified of all such orders or subpoenas in advance of the compliance therewith by the educational institution.
 - c) The written consent of the eligible student referred to in (3b) above must be signed by the student, must be dated, shall include a specification of the records to be released, the reason for such release, and the names of the parties to whom

such records will be released shall be provided to the eligible student upon payment of the reproduction cost.

- d) The restriction on the release of education records or personally identifiable information contained therein, as set out in (3b) above, shall not prohibit the release of information from the education records of an eligible student to appropriate persons in connection with an emergency if the knowledge of such information is necessary to protect the health or safety of a student. The factors which should be taken into account in determining whether records may be released under this section include the following: the seriousness of the threat to the health or safety of the student or other persons; the need for such records to meet the emergency; whether the persons to whom such records are released are in a position to deal with the emergency; and the extent to which time is of the essence in dealing with the emergency.
 - e) No personal information on a student will be released without a written statement from the university to the party receiving the information that no other party is to have access to such information without the consent in writing of the eligible student.
5. The USA Patriot Act (USAP) amends the Family Educational Rights and Privacy Act (FERPA) to permit educational institutions to disclose education records to federal law enforcement officials without student consent as follows:
- a) By certifying that “specific and articulable facts” support the request, a U.S. Assistant Attorney General or higher-ranking official may obtain an *ex parte* court order that requires an educational institution to turn over education records considered relevant to a terrorism investigation.
 - Institutions do not violate FERPA by responding to such an order without student consent.
 - The institution need not make a record of the disclosure, as FERPA ordinarily requires.
 - A college or university “shall not be liable to any person” for good faith disclosure of education records in response to such an *ex parte* order.
6. Release of Student Transcript.

In accordance with the Buckley/Pell Amendment to the Family Educational Rights and Privacy Act 1974, Jacksonville State University requires a signed letter of authorization or a signed JSU Transcript Request Form, with the original signature of the student making the request or a request through the secure national Student Clearinghouse website in order to release that student’s transcript(s). Additionally, the signed request must include the name and address of the institution or individual who is to receive the transcripts(s), and the appropriate payment for the transcript(s). Official transcripts may not be faxed to an individual due to the many questions of legal validity and real identity of the recipient of the fax message. A transcript cannot be released to another individual without written authorization from the student. Telephone requests will not be accepted. Transcripts may be mailed directly to an institution or individual from the JSU Registrar’s Office, or issued directly to the student in a sealed JSU envelope. Official transcripts may NOT be released if the student account currently has a balance or HOLD at the time the transcript request is processed. All accounts in the Office of Student Accounts must be clear. Transcript requests received in the Registrar’s Office will be processed in a timely manner. Any request that is held until semester grades are posted or until

degrees are conferred will be processed on the next business day after such occurrence. Payment must be made upon request, however, and all accounts must be clear at the time the transcript request is processed. Any transcript request received in the Registrar's Office without a proper signature or without appropriate payment or with a record "HOLD" will be returned to the student with instructions to resubmit the request with the appropriate inclusions. JSU reserves the right to alter, amend, release or modify this policy at any time and will publish at least annually its policy on release and costs of student transcripts.

SOCIAL SECURITY NUMBER

The student's social security number is confidential. However, the Federal Taxpayer Relief Act of 1997 requires all institutions to report certain data using the social security number. Therefore, the social security number must be provided to Jacksonville State University in accordance with the legislation. Federal law requires that students who apply for financial aid must use their social security number. Authority for requesting the disclosure of a student's social security number is in Section 7 (a)(2) of the Privacy Act 1974 (5 U.S.C. 522a).

DISCIPLINARY POLICY

Jacksonville State University has both a right and an obligation to set reasonable standards of conduct for students who voluntarily and willingly choose to become members of the university community. In conjunction with its rights to set up reasonable standards, the university also assumes the right and accepts the responsibility to establish a system of judicial and disciplinary procedures to use when university policies have been violated. In turn, the university recognizes the need to ensure that students have the right to due process and fair and equitable procedures in the event they are charged with a violation of university policies.

The authority which the university exercises in charging and disciplining students for violations of its regulations differs from the power exercised by civil authorities in prosecuting cases of general law.

Whereas criminal courts often seek to punish or deter unlawful behavior, it is generally accepted the judicial proceedings at educational institutions are intended to impress upon individuals their responsibilities or, in the most severe cases, to remove by suspension or expulsion those who should not remain in the academic community. The federal courts have called discipline in academic settings part of the teaching/learning process. Much of the disciplinary procedure is authorized to be administered through the Student Government Association (SGA), but the university does maintain jurisdiction to prevent obstruction of its lawful mission, processes, and functions.

UNIVERSITY DRUG FREE WORKPLACE POLICY

Jacksonville State University hereby affirms its policy of providing a drug-free work place for its employees. In furtherance of this policy, the following guidelines and sanctions have been adopted.

A. Drug Use Policy

Federal law prohibits the illegal manufacture, distribution, dispensing, possession, or use of a controlled substance in the work place. (The "work place" is defined as Jacksonville State University property, vehicles, or participation in a JSU sponsored activity away from campus.) It is the policy of JSU to comply totally with this law and in compliance will: 1) Provide each student and employee a copy of this policy; 2) Require any student convicted of any criminal drug statute violation which has occurred in the work place to notify the University Judicial Coordinator within five (5) days of the conviction; 3) Require any faculty or staff member convicted of any

criminal drug statute violation which has occurred in the work place to notify the Director of Human Resources within five (5) days of the conviction.

B. Legal Sanctions

Legal sanctions for possession, use or distribution of illicit drugs and alcohol may include imprisonment for periods ranging from less than one year (for first offense) up to life imprisonment without parole (for multiple convictions) and fines ranging up to \$500,000.

C. Health Risks

Marijuana:

- 1) Use of marijuana reduces short term memory, motivation, concentration and attention span;
- 2) Infertility may be caused by the use of marijuana in both males and females;
- 3) Lung damage may result from use of marijuana.

Cocaine:

- 1) Use of cocaine may lead to addiction;
- 2) Use of cocaine may cause permanent damage to the lungs, liver, and nose;
- 3) Chest pain, heart attack, heart failure, stroke, and seizures may result from the use of cocaine.

Alcohol:

- 1) Uses of alcohol may lead to addiction;
- 2) Damage to the liver, brain, heart, and other organs may result from long-term drinking;
- 3) Harm may occur to babies whose mothers use/abuse alcohol during pregnancy (Fetal Alcohol Syndrome);
- 4) Abuse of alcohol can lead to overdose and death;
- 5) Mixing alcohol with other drugs (legal and illicit) may intensify the effects of either, making overdose more likely.

Use of drugs and/or alcohol causes impairment of judgment and motor skills which greatly increases the risks of injury or death due to accidents.

D. Drug Awareness, Counseling, and Treatment

Counseling Services offers counseling to all students, faculty, and staff at Jacksonville State University. These services are without charge. These services may include intervention and other methods of therapy. Referrals may also be made to a facility approved under our health insurance plan. These services are conducted under the strictest confidence.

E. Institutional Sanctions

- 1) Students who violate this policy will be subject to disciplinary action up to and including dismissal from the university.
- 2) Employees who violate this policy will be subject to disciplinary action up to and including discharge. If you are charged by your immediate supervisor with an offense which may result in discharge, your case will be referred to the next level of supervision, and your immediate discharge may be recommended or effected immediately. If discharged, you will not be entitled to accrued annual leave, and this action will become a part of your employment record.

SEXUAL HARASSMENT

It is the established policy of Jacksonville State University to provide a work and study environment for faculty, staff, and students free from all forms of sexual harassment, intimidation, and exploitation. The policy against sexual harassment shall be applied in a

manner that recognizes principles of academic freedom and freedom of expression. The faculty member is entitled to freedom in the classroom in discussing his/her subject, but should be careful not to introduce into his/her teaching controversial material that has no relation to his/her subject. Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other written communications, verbal, or physical conduct of a sexual nature when:

1. Submission to the conduct is made a condition of employment or admission of an applicant.
2. Submission to or rejection of the conduct is made the basis for a personnel action or grade.
3. The conduct seriously affects an employee's or student's performance or creates an intimidating, hostile, or abusive work or study environment.

A student may bring a complaint alleging sexual harassment to the University Affirmative Action Office for informal discussion and advice. The Affirmative Action Officer will provide assistance in resolving the complaint according to policies and procedures governing JSU faculty and staff. As an alternative, the student may deal with an instance of sexual harassment in any of the following ways:

1. If you have been harassed by a staff or faculty member or by a student employee, you should do one or more of the following:
 - a. Discuss the matter with the faculty or staff member involved explaining why a particular comment or action was abusive.
 - b. Discuss the matter with the immediate supervisor of the faculty or staff member, giving an account of the comment or action in question.
2. If you believe that you have been harassed by a student, you should discuss the matter with the accused explaining why a particular comment or action was abusive.
3. If a student employee believes that he or she has been a victim of sexual harassment, he or she should do one or more of the following:
 - a. Discuss the matter with the accused explaining why a particular comment or action was abusive.
 - b. Discuss the matter with the immediate supervisor of the accused, giving an account of the comment or action in question.
 - c. Bring a charge of personal abuse to the University Judicial Coordinator.

Regardless of which of these ways a student chooses to initiate a complaint, the student will be advised of proper university procedures that can be pursued. Complaints against faculty and staff must be pursued in a manner consistent with the university Manual of Policies and Procedures. If requested, complaints will be held in confidence and counseling will be provided. No investigation or action against the accused person will be taken on behalf of the person bringing the complaint unless the complainant consents to be identified, if necessary, to the individual accused in connection with the investigation. A student also has the option of filing a formal charge of sexual harassment with the United States Office of Civil Rights. The address and telephone number is available from the Affirmative Action Officer, 102 Bibb Graves Hall. Note: the university reserves the right to develop and implement new policies or regulations not presently included in this document. It is not the responsibility of the university to make a reasonable attempt to inform the student body of any change in, or addition to, the current policies and regulations.

ACADEMIC REGULATIONS AND PROCEDURES

GRADING SYSTEM

The following grades are given in graduate courses:

- A Four quality points per credit hour
- B Three quality points per credit hour
- C Two quality points per credit hour
 The maximum number of hours of "C" grades permitted to count toward the doctoral degrees, educational specialist degrees, master's degrees, master's level teacher certification programs, or graduate non-education certificates is six semester hours. If a student earns a grade of "C" or below on more than six semester hours of course work, the student should consult the Director of Graduate Studies for advisement.
- F Failing - Zero quality points
- P Passing - Grade given for thesis hours and other selected courses as specified in the course descriptions in this bulletin. The grade of "P" does not affect the GPA. The grade of "F" on a pass or fail course is computed as a regular "F" grade.
- IP In Progress (dissertation research only)
- I Incomplete
Assigning the grade: The grade of "Incomplete" or "I" may be assigned by an instructor if extreme circumstances prevent a student from completing course requirements, and only if the student is passing the course. The "I" grade does not immediately affect a student's grade point average.
Completing the course requirements: The student is responsible for arranging to complete the remaining course requirements. One calendar year is allowed for completing the work. Grades of "I" will roll to "F" on the last day before the finals in the fall and spring semesters. They will roll on the day grades are due in the final summer term. Students should not register for the course again. Once the student has completed all course requirements, the instructor submits a grade change to the Registrar's Office for recording. The Registrar then notifies the student of the grade change. Failure to complete course requirements within the established time frame will result in a grade of "F" being assigned.
Requesting extensions: The student must submit a written request for an extension to remove an "Incomplete." All incomplete grade extensions must be submitted to the Director of Graduate Studies prior to the last day before finals in the fall and spring semesters and prior to the day before grades are due in the final summer term. The instructor and graduate director must approve the extension before the Registrar processes the request.
 If at any time during the process, as detailed above, the instructor is not available, the appropriate department head and/or academic dean will represent the instructor's interest.
- NC No Credit
 When a grade of incomplete is not applicable, the no credit (NC) grade may be given to a student who is otherwise passing but who is unable to complete a course due to circumstances beyond the student's control. An "NC" grade is not calculated in the student's GPA. A grade of "NC" must

be approved by the Director of Graduate Studies. A grade of "NC" cannot be retroactively assigned.

- WF Withdraw Failing - Will be counted as a grade of "F" with zero quality points
 WP Withdraw Passing - Zero quality points
 X Audit - No credit

ACADEMIC FORGIVENESS

Policy

Occasionally, during a specific semester, students encounter personal, emotional or financial hardships so devastating that performing academically at a level approximating their usual record of academic achievement becomes impossible. Typically, these students realize their situations in time to take the advisable course of action and withdraw from the university. If that is not done, however, and the student's grades for the semester are decidedly below that student's normal record, the student can petition for academic forgiveness. All course work taken, even hours completed satisfactorily during the semester for which forgiveness is declared, will be disregarded in the cumulative grade point average and as hours earned toward completion of a graduate degree or certificate. Academic forgiveness may be granted one time and is applicable to undergraduate deficiency and graduate course work.

Procedure

Students may petition for academic forgiveness for only one semester (any fall, spring or summer term) already completed at the university. **This policy was approved and became effective the fall 2015 semester. Therefore, this policy applies only to those students whose enrollment in graduate courses and subsequent grades occurred in the fall 2015 semester and thereafter.**

Graduate students have six years (ten years for doctoral students) from the time of initial enrollment in the graduate program to apply for academic forgiveness. Forms and details of this policy are available online at the graduate studies website, www.jsu.edu/graduate, under the student resources link. Graduate students must provide substantial documentation, including all items required for a complete review, to Graduate Studies located on the third floor of Bibb Graves Hall, Room 320 or 322. Once all documentation has been reviewed and approved by the department head and Director of Graduate Studies, the Registrar's Office will adjust the academic record and notify the student. Once granted, academic forgiveness cannot be reversed. Students should be aware that other graduate and professional schools may compute the grade point average to include all hours attempted when considering applicants for admission. A petition will not be considered if the student has received a degree subsequent to the semester in question.

MEDICAL/COMPASSIONATE WITHDRAWAL POLICY

Purpose

To provide financial relief to JSU students who withdraw from an academic term due to medical reasons or extraordinary personal reasons beyond the student's control.

A student may request and be considered for a **Medical Withdrawal** when extraordinary circumstances, such as a serious illness or severe injury, prevent the student from continuing classes. This covers both physical and mental health difficulties.

A student may request and be considered for a **Compassionate Withdrawal** when extraordinary personal reasons not related to the student's personal physical or mental health (e.g., care of a seriously ill child or spouse, or a death in the student's immediate family) prevent the student from continuing classes.

Policy

Medical or compassionate withdrawals will be considered for the current or immediately preceding semester only.

A registered JSU student may withdraw and have their entire tuition removed from their student account. To qualify for this reduction of charges, a student must request a medical or compassionate withdrawal through the Vice President for Student Affairs (VPSA).

To evaluate a student's request for medical withdrawal, the following information must be provided:

1. Letter of explanation from the student that includes:
 - a. date of onset of illness or injury
 - b. last date of class attendance
2. Supporting documentation from the student's medical care provider that includes:
 - a. dates under professional care
 - b. general nature of the student's medical condition and why or how it prevented the student's completion of coursework
 - c. date of anticipated return to school
 - d. anticipated reasonable accommodations upon return to school

To evaluate a student's request for a compassionate withdrawal, the following must be provided:

1. Letter of explanation from the student that includes:
 - a. situation that prompted the withdrawal request
 - b. impact of the situation on the student's coursework
2. Supporting documentation from objective, credible and verifiable sources, for example:
 - a. letters from care givers, medical care providers, and/or professionals familiar with the circumstances
 - b. copies of police reports
 - c. copies of airplane/bus tickets
 - d. letters from a funeral home and/or copies of death certificates

The Vice President for Student Affairs reserves the right to request additional supporting documentation and/or to verify the documentation submitted by contacting the individual sources.

After evaluation of the documentation submitted, the VPSA will determine if the circumstances warrant a withdrawal. The impact of any financial aid the student may have received will be considered prior to the decision to medically withdraw the student. If a medical withdrawal is processed and the charges on the student's account are removed, the student may be left owing the amount of any financial aid refund the student received. This could result in a financial burden as well. Therefore, approved withdrawals will be forwarded to the Office of Student Accounts and Office of Student Financial Services for review to determine the financial implications of the withdrawal. Another consideration would be the student's insurance. If the student withdraws, it may disqualify them from coverage under their parents' policy. In either of these cases, it may be in the student's best interest to request an incomplete in the coursework rather than a withdrawal. An incomplete would not result in an adjustment of charges. However, a pro-rata adjustment of housing charges may still be warranted.

The Office of Student Accounts will return the withdrawal to the VPSA. If the review by the Offices of Student Accounts and Student Financial Services show that a student will not owe a balance, the medical/compassionate withdrawal request will be forwarded to the Registrar to officially withdraw the student. If the review by the Offices of Student Accounts and Student Financial Services show that a student will owe a balance, the

student will be notified of the amount due. Once the balance has been paid, the medical/compassionate withdrawal will be forwarded to the Registrar to officially withdraw the student. Students must clear the balance in the current semester or the following semester. Once this has occurred, the Registrar will forward the medical/compassionate withdrawal to the Office of Student Accounts to adjust the student's charges. Money received from financial aid and/or scholarship programs will be recovered as required. The Office of Student Accounts will coordinate any food service refunds with the current food service provider. A pro-rated adjustment of housing charges will be processed upon vacation of the student's university provided housing, if applicable.

Once the approved medical/compassionate withdrawal has been processed, it will be forwarded to the Office of the Vice President for Student Affairs. A written notice will be sent to the student.

Medical and compassionate withdrawal requests and supporting documents are retained and filed separately from the student's other records.

The VPSA's decision is final.

MILITARY WITHDRAWAL

A Military Withdrawal is necessary when service members receive official military orders requiring military service, such as deployments or extended mobilizations. When this official military service affects the ability of the service member to be successful in their classes, they can file for a Military Withdrawal.

Service members that are considering this Military Withdrawal should consult with the Office of Veteran Services, Student Financial Services, and Residence Life (if applicable) before submitting the Military Withdrawal to see what financial repercussions, if any, the student will face. *Military dependents negatively affected by deployments or extended mobilizations should use the Medical/Compassionate Withdrawal process through the Office of the Vice President for Student Affairs.*

If approved, the service member will be subject to all JSU refund and academic penalty policies. If you have questions about Military Withdrawals or registering at JSU in the future, please contact the Office of Veteran Services at (256) 782-8838 or veterans@jsu.edu.

SCHOLASTIC AVERAGE

A graduate student's overall GPA is calculated on graduate level courses only. The GPA is determined by dividing the quality points earned by the number of hours attempted. The GPA is not rounded. For reporting purposes, the GPA is truncated to two places past the decimal.

Any student who does not attain good standing, as specified by their program, may be dropped from graduate studies. Good standing is defined as meeting the minimum required GPA for a degree or certificate program. For purposes of this regulation, the summer terms are collectively considered one semester.

Transfer credit cannot be used toward the GPA of JSU course work to meet the required minimum GPA of specified majors, teacher certification programs, or [graduate certificate programs](#).

The maximum number of hours of "C" grades permitted to count toward the doctoral degrees, educational specialist degrees, master's degrees, master's level teacher certification programs, or graduate non-education certificates is six semester hours. If a student earns a grade of "C" or below on more than six semester hours of course work, the student should consult the Director of Graduate Studies for advisement.

All JSU course work attempted, including duplications, will be calculated in the GPA.

The Alabama State Department of Education has established the following changes regarding admission and completion of teacher preparation programs:

For all Alternative – Class A Programs (Teacher Certification Programs):

- 2.50 overall undergraduate GPA required for admission PRIOR to August 26, 2015.
- 2.75 overall undergraduate GPA required for admission AFTER August 26, 2015.
- If applicable, a 3.00 overall GPA on a previous master's degree required for admission AFTER August 26, 2015.

For all Class A (Master's Level) Teacher Certification Programs:

- 3.00 overall GPA required for COMPLETION before July 1, 2017.
- 3.25 overall GPA required for COMPLETION July 1, 2017, and thereafter.

For all Class AA (EdS Level) Teacher Certification Programs:

- 3.25 overall GPA required for COMPLETION before July 1, 2017.
- 3.50 overall GPA required for COMPLETION July 1, 2017, and thereafter.

MID-TERM/FINAL GRADES

At mid-term, a grade is assigned to students who currently have a grade of "F" or "NC" in any class. This grade may be accessed for a limited time via MyJSU. Mid-term grades are reported for fall and spring semesters only. Final grades may be accessed the same as mid-term grades.

APPEAL INELIGIBLE STATUS READMISSION PROCESS

When a student has been removed from graduate study for failing to meet scholastic or other degree requirements, the student may appeal for readmission. The following appeal procedures are available for students who have been declared ineligible to continue as a graduate student due to failure to maintain the cumulative graduate grade point average (GPA) required for their program/certificate program.

1. The graduate student must submit a written request for readmission to the Director of Graduate Studies. The written request should address the reasons why it would receive favorable action. The request may be sent as an email.
2. Upon receipt of the written request, the Director of Graduate Studies will schedule the appeal and notify the student of the date, time, and location of the Appeals Committee meeting.
3. The Appeals Committee will be appointed by the director and will be composed of members from the graduate faculty. The committee will be chaired by the Director of Graduate Studies.
4. The committee will be provided with the available documents, including the student's written request for appeal and the student's undergraduate and graduate course history.
5. The student will be afforded the opportunity to attend the Appeals Committee meeting and to provide additional, relevant information in support of their request for readmission. This is an administrative hearing and is limited to the committee members, the Director of Graduate Studies, and the student.
6. The student will be notified in writing by the director of the recommendation made by the Appeals Committee within 14 working days from the date of the meeting with the Appeals Committee. The final decision rests with the committee.

GRADUATE COURSES AND DEGREE REQUIREMENTS

Graduate courses are numbered at the following levels: 500, 600, 700, and 800. A student who has taken a 400 level course as an undergraduate may not take the course again at the graduate level for graduate credit. When students register for the graduate section of a 400 level course, they should verify that they are on the class roster for the graduate section. This verification can be provided by the instructor of record. At least one-half of the graduate courses for the master's degree must be at the 500 level. Individual programs may limit the number of hours of 400 level graduate course work that may be counted for the degree. See the individual programs for these limits.

All course work for the EdS must be at the 500 and 600 level. Courses taken at the 500 level while matriculating in a Class A master's level program, and not used as credit toward the Class A master's level program, may be used as credit toward the EdS Class AA level, up to the prescribed limit for course transfer (six hours) as indicated in the Transfer of Graduate Credit section of this bulletin.

Students pursuing the EdS degree may not count 400 level graduate courses toward the degree. Half of the EdS coursework must be at the 600 level.

Students who are conditionally admitted to an MSE program may not request transfer credit until they have completed 12 semester hours and reached a 3.00 grade point average.

Courses at the 600 level are offered only to students who hold the master's degree (except for the MFA in Visual Communication Design – those courses are at the 600 level because the MFA is a terminal degree). All coursework for the DNP must be at the 700 level, unless otherwise specified by the director of the program. All coursework for the DSc must be at the 800 level, unless otherwise specified by the director of the program.

The course descriptions are provided in each program section listed alphabetically in this bulletin. The number in parentheses following the course title, indicates the graduate semester hour credit value of the course. Prerequisites, if any, are listed at the beginning of the course description. The minimum degree requirements are listed by program. Please refer to the program sections of this bulletin.

DUPLICATION OF COURSES

Credit toward graduation for any course, or part of a course, will not be granted twice. This rule applies to all credit, whether the work is completed at JSU or at other colleges or universities. However, all work attempted, including duplications, will be calculated in the GPA.

TRANSFER OF GRADUATE CREDIT

Transfer credit from other institutions will appear on the JSU transcript only if used to fulfill degree completion and teacher certification requirements.

Candidates admitted to Education programs (to enroll in courses in a Class A teaching field program) may complete no more than five approved program courses prior to unconditional admission to the program (this includes transfer credit – exceptions to this rule must be approved by the Dean of the School of Education and the Director of Graduate Studies). For students enrolled in an Instructional Leadership program, no instructional leadership (IL) courses taken prior to unconditional admission to the ILS program at JSU may be transferred.

The number of semester hours of graduate credit that may be transferred from a regionally accredited institution to JSU toward a graduate degree program is limited to the following maximums:

- six (6) hours toward a 30 semester hour program;
- nine (9) hours toward a 33 semester hour program; and

- twelve (12) hours toward a 36 or more semester hour program.

Evaluation of transfer credit is made by the appropriate department of the student's major and approved by the Director of Graduate Studies. A student intending to enroll at another institution and transfer a course to JSU must receive approval of the course work prior to enrolling in the course to ensure the course will be accepted for inclusion in the student's program of study at JSU.

Transfer credit cannot be used to raise the GPA of JSU course work to the required minimum GPA of specified majors, teacher certification programs, or graduate certificate programs. The total amount of credit applied from a previously earned graduate degree at JSU and external transfer credit combined is limited to the same maximums as transfer credit that are specified in the Transfer of Graduate Credit section of this bulletin.

For the secondary education major, a student may transfer no more than three hours in the teaching field. This major requires a minimum GPA of 3.25 in the course work in the teaching field(s). Transfer credit cannot be used to raise the GPA in this teaching field to the required 3.25.

For the MBA program, transfer credit will be accepted from AACSB International accredited schools only. No transfer credit(s) will be accepted once students are enrolled in the MBA program, except in cases of extreme hardship to be determined by the MBA Director and the Director of Graduate Studies.

For the Doctor of the Nursing Practice (DNP), the Bachelor of Science in Nursing (BsN) to DNP (both tracks) and the Post-Master's DNP programs do not accept any transfer credits from other institutions. Accordingly, 100% of the credits for the DNP will be earned at JSU.

Only graduate courses with grades "A," "B," "P," and "S" may be transferred to JSU. Grades of "C" or below will not be eligible for transfer.

Transfer credit must meet time limit requirements as stated under the Time Limit on Degree Completion section of this bulletin. Any exceptions will be made by the Director of Graduate Studies.

To request graduate transfer credit, a student must submit a Transfer Credit Request Form, listing the transfer course(s) and descriptions. In addition, the student must request that an official transcript from the institution at which the credit was earned be sent directly to Graduate Studies at JSU. It is the responsibility of the student to ensure that the transcript has been received. The Transfer Credit Request Form is available from Graduate Studies or online at www.jsu.edu/graduate/student-resources/index.html.

SECOND MASTER'S DEGREE

Credits earned while completing one master's degree, but not used for credit toward that master's degree, may be applied toward a second master's degree, if applicable. These credits are granted at the discretion of the Director of Graduate Studies. It is the student's responsibility to apply for this credit from the first master's and submit the request to the Director of Graduate Studies. The total amount of credit applied from a previously earned graduate degree at JSU and external transfer credit combined is limited to the same maximums as transfer credit that are specified in the Transfer of Graduate Credit section of this bulletin.

SECOND CONCENTRATION

Students may elect a second concentration in certain majors. If all requirements for each concentration have been completed prior to awarding of the degree, the comprehensive examination will cover course work for both concentrations and each concentration will be noted on the student transcript. After completing a degree with one concentration, a student may elect to return to JSU to complete an additional concentration. In this case, the

concentration will not appear on the transcript. At the request of the student, a letter of verification will be written by the Director of Graduate Studies, certifying that the student has met the requirements for a second concentration.

TIME LIMIT ON DEGREE COMPLETION

All graduate work toward an EdS degree, a master's degree, or a graduate certificate (including credit transferred from another graduate program) must be completed within a period of six calendar years, which would include the summer term. All graduate work toward a doctoral degree must be completed within a period of ten calendar years, which would include the summer term. Any exceptions will be made by the Director of Graduate Studies.

TIME LIMIT ON BULLETIN REQUIREMENTS

Degree requirements and other university regulations are established by the bulletin current at the time of initial enrollment and completion of one or more graduate courses. Any student not completing all degree requirements within the established time limit will lose entitlement to follow the graduate bulletin of initial enrollment.

Students may elect to follow any later bulletin during their allotted time limit to degree completion.

All degree program and certificate requirements for admission and completion may be subject to change due to governing and accrediting agency changes.

FULL-TIME/HALF-TIME STUDENT CLASSIFICATION

A graduate student's classification is determined by the number of graduate semester hours for which the student is enrolled in a given semester or term.

Following are the minimum graduate semester hours for master's level and EdS level full-time and half-time student classification:

<u>Semester/Term</u>	<u>Full-Time</u>	<u>Half-Time</u>
Fall Semester	9	6
Spring Semester	9	6

Following are the minimum graduate semester hours for doctoral level full-time and half-time student classification:

<u>Semester/Term</u>	<u>Full-Time</u>	<u>Half-Time</u>
Fall Semester	6	3
Spring Semester	6	3

These classifications apply to all financial aid programs, including VA benefits, and to other programs, such as insurance. For VA benefits only, three-quarter time may apply for seven or eight graduate hours in the fall and spring semesters.

Financial aid classifications, including VA benefits, for the summer sessions are computed annually. For information about summer financial aid classifications, please contact the Office of Student Financial Services, 107 Bibb Graves Hall, (256) 782-5006. For classifications for VA benefits, please contact Veteran Services, 103 Doughty Hall North Lounge, (256) 782-8838.

REGISTRATION FOR COURSE WORK

All students must register for coursework before being admitted to classes. Registration information is listed online at www.jsu.edu/registrar/registration.html. The appropriate academic advisor and other members of the faculty advise students in regard to their

programs of study as outlined in this bulletin. Students may register online through the internet using <http://my.jsu.edu> in a designated lab on campus or in Graduate Admissions.

Students registering after the day classes start will be charged a \$100.00 late registration fee. Students will be responsible for class work from the first class meeting and will incur absences for classes missed. After the add/drop date, the student will incur a \$200 reinstatement fee.

MAXIMUM STUDENT LOAD

The maximum course load for a graduate student is a total of 13 semester hours during the fall, spring and combined summer terms. Any exception to this regulation must be approved by the department head and the Director of Graduate Studies.

CLASS ATTENDANCE

The university expects every graduate student to attend all scheduled class meetings for courses in which the student is enrolled. Each instructor's policies and procedures on absences and make-up work are announced at the beginning of the term. The student is directly responsible to the individual instructor for absences and for making up work missed.

AUDITING COURSES

A person not regularly enrolled in the university may audit courses with the approval of the instructor.

Auditors must apply for admission and pay the \$35 non-refundable application fee as well as the \$25 per semester hour fee. Auditors are listed on the class roll but do not participate in classroom discussion, take tests or final examinations, make reports, or receive credit.

Auditors are bound by the same attendance policy as other members of the class.

Once a student registers in a course as an auditor, the status of audit may not be changed to that of credit.

THESIS OPTIONS AND PROCEDURES

There are two options of graduate study for some degree programs at JSU: the Non-Thesis Option and the Thesis Option. A student is awarded six semester hours of graduate credit for a successfully completed thesis. The requirements for the individual degree programs are listed under "Minimum Requirements for Degree" in each program section of this bulletin.

Thesis students should contact Graduate Studies to receive an orientation to the thesis process prior to enrolling in the first three semester hours of thesis, 599. This orientation can be completed either in person or via email. The purpose of the orientation is to provide the thesis student with information concerning required forms, due dates, and to answer any questions concerning thesis options and/or procedure. For further information concerning this orientation, please contact LaRilda VanSandt, vansandt@jsu.edu, 322 Bibb Graves, (256) 782-5345.

Prior to enrolling in the first three semester hours of thesis, a student choosing the Thesis Option must submit a Thesis Option form, approved by the student's Thesis Committee, to Graduate Studies for approval of the Director of Graduate Studies. The Thesis Option form is available online at www.jsu.edu/graduate/student-resources/index.html and is Appendix B of the *Thesis Guide*.

Prior to completing the first three semester hours of thesis, a student choosing the Thesis Option must submit a Prospectus for Thesis form, approved by the student's Thesis

Committee, to Graduate Studies for approval of the Director of Graduate Studies. The Prospectus for Thesis form is available online at www.jsu.edu/graduate/student-resources/index.html and is Appendix C of the *Thesis Guide*.

Thesis submission due dates may be found online at www.jsu.edu/graduate/graduation.html. Upon completion of the thesis, the student will receive a grade of Pass (P) or Fail (F).

CANDIDACY FOR DEGREE

Students become degree candidates when they enroll in the last semester or term of course work and apply for the degree/comprehensive examination by completing the "Application for Graduation." The procedure is available online at www.jsu.edu/graduate/graduation.html. The due dates for completion and submission of this form are listed at the same link.

COMPREHENSIVE EXAMINATION

A comprehensive examination (written or oral, or oral and written) is required of most candidates for degrees. The specific type of examination to be given is determined by each individual department. In preparation for the comprehensive examination, candidates should contact their academic advisor.

The comprehensive examination is to be scheduled during the semester in which the student is enrolled in the last course(s) needed to complete the degree or certification. The Application for Graduation Procedure is online at www.jsu.edu/graduate/graduation.html.

The student will be notified of the date, time, and location of the examination by the chair of the Comprehensive Examination Committee. The student will be examined on course content and knowledge of the field of study. It is the student's responsibility to meet with each member of the Comprehensive Examination Committee to receive guidelines in preparation for the examination.

If, after applying, the student elects not to take the comprehensive examination, the student must submit a new Application for Graduation form. A \$50 degree fee is charged to students each time they submit a new Application for Graduation form.

If the student does not pass the comprehensive examination on the first attempt, the student must meet with the chair of the Comprehensive Examination Committee to schedule arrangements to retake the comprehensive examination. In order to retake the comprehensive exam in a subsequent semester, the student must submit a new Application for Graduation form. Each time an Application for Graduation form is submitted, a \$50 fee is charged.

Students are allowed a maximum of two attempts to successfully complete the comprehensive examination. If a second attempt is necessary, a passing score on the comprehensive examination must be received by the Graduate Certification Office for the student to remain a candidate for degree completion.

APPLICATION FOR GRADUATION/COMPREHENSIVE EXAM

All degree seeking and teacher certification graduate students must file an Application for Graduation form. This form must be completed online through MyJSU. Application for graduation procedures, along with due dates, are located at www.jsu.edu/graduate/graduation.html. Students who fail to file the Application for Graduation form by the listed date risk having their graduation delayed until the next regularly scheduled graduation. In addition, a student must submit a new application for graduation by the listed date at the beginning of the semester in which they plan to graduate.

The specific due dates for the application for each semester are listed in the university calendar.

APPLICATION FOR GRADUATE CERTIFICATE (NON-EDUCATION CERTIFICATE)

All non-education **certificate graduate** students must file the Graduate Certificate Application (Non-Education) form. This form must be completed online through MyJSU. Application procedures, along with due dates, are located at www.jsu.edu/graduate/graduation.html. Certificates will not be awarded on a retroactive basis.

The specific due dates for the application for each semester are listed in the university calendar.

STUDENT OUTCOMES ASSESSMENT

To assess and improve its academic programs, the university must obtain periodic measurements of student perceptions and intellectual growth. As a requirement for graduation, every student shall participate in one or more assessment procedures. These procedures include survey questionnaires and examinations in the major field of study. The information obtained through these assessment procedures is used solely to improve the quality of the educational experience for future generations of JSU students.

For further information about assessment procedures, students should contact the Office of Institutional Effectiveness, (256) 782-8142.

STUDENT'S RESPONSIBILITIES

All students are held responsible for meeting the requirements for graduation as stated in the graduate bulletin at the time of initial enrollment and completion of one or more graduate courses. Students who have questions should contact Graduate Studies.

ACADEMIC AND STUDENT SERVICES

BOOKSTORE

The University Campus Bookstore is located on the second floor of the Theron Montgomery Building. Students may purchase books and supplies at the university bookstore, including new and used books, school and office supplies, clothing and gifts, software, and study guides.

Textbook buy back days are scheduled for the week of finals at the end of fall and spring semesters, as well as various times during the summer. Extended operating hours and on-line shopping are offered for the convenience of evening students.

CAREER SERVICES

Career Services engages students in the career development process by assisting in the exploration of career options, gaining experience in a chosen field through the cooperative education and internship programs, defining personal and career interests and goals through the career assessment process, as well as developing career management skills identifiable to successful career goals. These services consist of employability skills workshops, on-campus interviews, job search strategies and listings, career fairs, corporate information, resume editing and individual analysis.

CHILD STUDY CENTER

The Cynthia H. Harper Child Study Center is operated by the Department of Family and Consumer Sciences and supports the instructional goals of the department. The center

provides students and faculty opportunities for study and research related to the child. The center provides students enrolled in university courses opportunities to work with children in the preschool setting and provides children enrolled in the center an environment which promotes optimum development. Applications are accepted for children ages three to four years. Fees are due before classes begin and are paid directly to the JSU Office of Student Accounts. Fees per child are \$500 for the fall semester, \$500 for the spring semester, and \$180 for the May term. The center is open from 7:15 a.m. to noon, Monday through Friday, when JSU classes are in session. Application forms may be obtained from the Department of Family and Consumer Sciences.

COUNSELING SERVICES

Counseling Services offers individual and group counseling for JSU students, faculty and staff. Personal counseling is conducted in a private setting under the strictest confidence. Counselors are available for crisis response after hours and on weekends through the University Police Department. Counseling Services is the registration site for CLEP, CLA, EPP, R-ACT, MAT, and other examinations. The office is open Monday through Friday from 8:00 a.m. to 4:30 p.m. In addition, Counseling Services coordinates and advises the Peer Educators student group, ACTIVE MINDS student group, SOAR (Survivors Overcoming Abusive Relationships), and New Pathways. Individuals may call (256) 782-5475 or go to www.jsu.edu/ccservices/index.html to request an appointment.

DINING FACILITIES

The University Dining Service provides a variety of flexible meal plans to meet student needs. These plans are available for both resident and non-resident students. There are four dining facilities on campus: the Jack Hopper Dining Hall, the Food Court located in the Theron Montgomery Building, the Gamecock Diner located behind Stephenson Hall, and Jazzman's Café located in the Houston Cole Library. Meals may be purchased in all four locations on a cash basis. University Dining Services also provides catering services both on and off campus. For additional information concerning the dining program or catering, contact Dining Services, Jack Hopper Dining Hall, (256) 782-7242, or visit <https://jsudining.sodexomyway.com/>.

DISABILITY SUPPORT SERVICES

Disability Support Services (DSS) provides reasonable accommodations for students with documented disabilities in accordance with Section 504 of the Rehabilitation Act of 1974 and the Americans with Disabilities Act. It is the goal of DSS to ensure that students with disabilities have equal opportunity to achieve their personal academic goals while concurrently maintaining the integrity of JSU's academic program requirements. Disability Support Services provides reasonable accommodations through a variety of services and programs.

Accommodations may include:

- Exam Proctoring
- Special Testing Procedures
- Extended Time for Exams
- Priority Registration
- Interpreter Services (ASL)
- Captioning Services
- Readers
- Note Takers
- Brailled Formats

- Enlarged Printed Materials
- Alternative Formats
- Assistive Technology

An individual may come by 139 Daugette Hall or call (256) 782-8380 to set up an appointment to talk with our staff. Individuals may also access our information online at www.jsu.edu/dss.

HEALTH CENTER

The RMC/JSU Health Center at Jacksonville State University is located between Sparkman Hall and Mason Hall on Trustee Circle. The RMC/JSU Health Center is a primary health care facility operated via a joint partnership with Northeast Alabama Regional Medical Center (RMC). The health center provides outpatient medical services, as well as promotes preventive health measures to currently enrolled students, faculty, staff and currently active JSU alumni. Clients are encouraged to make an appointment but walk-ins are welcomed. If you have an urgent need during hours when the health center is closed, you should dial 911 or contact the University Police Department (UPD) at (256) 782-6000.

HOUSING OPERATIONS AND RESIDENCE LIFE

The Office of Housing Operations and Residence Life provides a variety of living options. There are traditional residence halls and apartments that enhance the community environment.

The Office of Housing Operations and Residence Life operates and maintains nine residence halls and over 700 apartments. To be eligible to live in university housing, a student must be admitted to Jacksonville State University in good standing and enrolled as a student. The student will be required to satisfy these eligibility standards throughout the academic year and to inform the Office of Housing Operations and Residence Life of any changes in their status, which may affect their eligibility.

Students must apply online (www.jsu.edu/housing/apply.html) using their MyJSU username and password. A non-refundable application fee of \$200 is also required at the time of submission. The priority deadline for housing applications is May 1. Room assignments are made based on the date in which applications are received; therefore, space may become limited before the May 1 priority deadline.

Lease rates are subject to change pending approval from the Board of Trustees of Jacksonville State University. The lease agreement is a legally binding document for the full academic year. Students are financially responsible for all room charges for the fall and spring semesters. An assigned space must be claimed by 3:00 p.m. on move-in day or the space will be reassigned. Students seeking to cancel their lease agreement should visit www.jsu.edu/housing for more information regarding deadlines and monetary penalties. For more information regarding rates and/or facilities, please visit www.jsu.edu/housing.

ID CARDS

New ID cards are issued by the ID Office located beside the Food Court in the Theron Montgomery Building. Distance learning students may go to www.jsu.edu/online/current-students/guide_online_students.html and click on Student ID Cards. Once the request is received and processed, it will be sent to Institutional Support Services who will print the ID and send it back to the distance education office. The distance education office will send the ID to the student.

INFORMATION TECHNOLOGY

The university has an extensive network of computer resources providing access to the internet, the JSU Administrative and Academic Networks, and the Alabama Research and

Education Network. Academic computing labs are located throughout the campus and are available to all currently enrolled students. Email accounts are provided to all currently enrolled students. For further information on Information Technology, visit www.jsu.edu/it.

INSTRUCTIONAL SERVICES UNIT

The Instructional Services Unit (ISU) is a division within the School of Education that provides a variety of support services. It consists of the Teaching/Learning Center (T/LC), Learning Resource Center (LRC), and the Multimedia Instructional Laboratories (MIL). The T/LC is an on-campus, free tutorial service to community students in grades K-12.

The T/LC provides students seeking admission into the teacher education program a practicum experience through the in-house tutoring program. In the tutorial practicum, tutors have available the latest technology and teaching strategies.

The LRC provides contemporary educational materials and equipment to T/LC practicum students, teachers currently employed in schools, JSU students, and JSU faculty. The materials include instructional games, kits, books, and audiovisuals. A wide variety of subjects are represented in the LRC holdings, including reading, language, mathematics, social studies, science, health, perceptual motor, special education, and social-emotional development. Most of the items are available for short-term checkout. Additionally, the LRC offers media preparation services, such as laminating, copying, letter cutting, and transparency making. Word processing, color printing, and internet access are available to students, faculty, and the community through the LRC.

The MIL is the third unit of the ISU. The MIL is located in three computer labs and one mobile cart of laptops. These computers have loaded software, such as Microsoft Office, SPSS, and Black Board Respondus. The MIL also supports the classrooms in four sites.

The ISU is a service unit which is ever changing to better meet the needs of the School of Education.

INSURANCE

The RMC/JSU Health Center maintains information regarding available student injury/accident and sickness insurance plans. Students who meet registered credit hour requirements, as well as eligible dependents, may enroll in this insurance plan. For further information, contact the RMC/JSU Health Center at (256) 782-5310 or electronically at www.jsu.edu/studenthealth/index.html.

INTERNATIONAL PROGRAMS AND SERVICES

The Office of International Programs and Services provides support to international and American students. Assistance in three general areas dealing with international education is the main function of this office.

Services are provided to international students who attend or plan on attending the university. These services include assistance in making the adjustment to life in the United States; orientation to the university and the JSU community; proper maintenance and renewal of student immigration status; and promotion of opportunities available to experience and enjoy American culture and the unique traits of JSU. During their stay on the JSU campus, visiting faculty from universities abroad are provided with support.

This office provides support to JSU students who study abroad and faculty seeking research or exchange programs. Students interested in studying abroad are given information on opportunities and assistance in their study plans. University faculty interested in participating in exchange programs are also provided with information and assistance by this office.

International activities at the university are also supported through this office, including the oversight to international content in the curriculum. Cultural activities, student organizations, and student activities with international relevance are also under the guidance of this office.

For additional information about the Office of International Programs and Services, please call (256) 782-5674, go to www.jsu.edu/international, or visit the office on the second floor of the International House.

LIBRARY

The Houston Cole Library, named for JSU's seventh president, is the academic hub of the campus, providing print and non-print resources to the students and faculty, as well as the local community and Northeast Alabama. The library houses an outstanding collection of materials, with more than 800,000 cataloged volumes. Subscriptions include over 1,000 print titles and 100+ electronic databases. Many of the databases provide full-text access to over 100,000 journal titles. In addition, the library is a Selective Depository of U.S. government documents and houses an AV Center and Listening Lab with over 11,000 circulating items and 750 pieces of equipment, and holds over a million microform units and approximately 2,000 maps. The library also features an Alabamiana collection. Course reserves are digitized to provide web access. Universal borrowing agreements and inter-library loan services provide access to library materials held by other institutions. There is a wireless network accessible throughout the building. Circulating laptops may be checked out for in-library use.

Information on the library's collections, patron information, and course reserves is available through the library's website (www.jsu.edu/library/index.html) and online catalog. Web accessible workstations are available on each of the library's public service floors. Photocopiers and printers are located in the lobby. In addition, there is a computer lab on the tenth floor with 14 workstations.

The lab workstations have applications software installed. A smart classroom used exclusively for instructional purposes is located on the ground floor.

The library was built in 1972 as a thirteen-story facility. The building is divided into eight subject floors managed by subject specialist librarians. It is open 87 hours per week. Hours are reduced when students are not on campus. During fall and spring semester final exams, the library is open for extended hours.

MAIL CENTER

To be assigned a mailbox, students must come to the customer service window at the JSU Mail Center. All correspondence from the university and personal correspondence will be placed into JSU mailboxes. Stamps, domestic faxing, and mail services are available at the JSU Mail Center.

The JSU Mail Center is located on the 4th floor, TMB, and is open Monday – Thursday from 8:00 a.m. – 6:00 p.m. and Friday from 8:00 a.m. – 5:00 p.m. The Mail Center telephone number is (256) 782-5290, the fax number is (256) 782-5291, or you may visit www.jsu.edu/mailcenter/index.html for more information.

MOTOR VEHICLES

Any motor vehicle parked on the JSU campus must have a current JSU decal. Students and employees may register online with the University Police by using their MyJSU account. Vehicles should be registered annually at the beginning of the fall semester during the first two weeks of class or at the beginning of the semester in which the student first enrolls. A vehicle obtained after a student enrolls must be registered immediately.

Registration is online and a fee is required for each decal issued. When picking up a decal, a valid driver's license, tag receipt/vehicle registration, and proof of insurance must be presented in order to verify the registration information.

Parking and traffic regulations may be obtained from the University Police Department in Salls Hall or online at www.jsu.edu/police.

ONLINE@JSU

Jacksonville State University strives to meet the needs of all students. Distance education enhances our ability to serve the student by utilizing the ever-expanding set of technological tools to reach students who may before have been unable to participate in the university environment. With alternative media, such as online courses, students can participate in the university environment while continuing with work and personal schedules. The greater flexibility in scheduling, provided by distance education courses, enables Jacksonville State University to draw students from all areas of society. These courses provide students with the education and tools they need to reach their goals, whether these goals are professional or personal. Distance education provides an outstanding level of education to every student.

In meeting the needs of the 21st century student, Jacksonville State University is committed to offering courses for online distribution. A growing number of graduate and undergraduate courses, as well as full degree programs and certificates, are being offered through the online format. Convenient to students who are unable to travel to JSU's campus, need increased time, or travel flexibility, online courses save time and travel expenses and can be completed in a convenient location of the student's choice while continuing to provide high quality coursework with excellent faculty. Examinations may be administered online or through a proctor at a distance. Students unable to attend on-campus examinations should review the following website for more information on proctoring specifications: www.jsu.edu/online. During online courses, students can communicate with their instructors and classmates through email, threaded asynchronous discussions, and live chats.

For further information, students may contact Online@JSU at (256) 782-8172, toll free at 1-800-231-JAX1, extension 8172, or at www.jsu.edu/online. For 24/7/365 Blackboard technical support, please visit www.jsubbsupport.com.

PUBLIC SAFETY

The university provides a wide range of public safety services to include law enforcement, security, parking, traffic enforcement, and crime prevention. Students and employees may report criminal incidents, accidents, and/or emergencies to the University Police. The JSU Police Department exists to protect JSU students, faculty, staff, and buildings, enforce the parking and traffic system, prevent campus crime, and serve the university community. Full-time police officers are on duty 24 hours a day. General information about the University Police Department and services provided may be obtained online at www.jsu.edu/police.

RESIDENCE HALL AND APARTMENT POLICIES

All students desiring on-campus housing will need to complete an online application for housing and pay a \$200 non-refundable application fee. Additional information concerning housing and the terms of the lease agreement may be found at www.jsu.edu/housing. The \$200 non-refundable application fee must be submitted online with the application in order to reserve a room. All residents of the Office of Housing Operations and Residence Life must maintain enrollment at Jacksonville State University.

For more information regarding rates and/or facilities, please visit www.jsu.edu/housing. NOTE: Rates are subject to change without notice. All utilities are included in the rates. All leases are nine month leases.

VETERAN SERVICES

Veteran Services (VS) aims to provide VA Educational benefits counseling, academic and career support services, and advocacy for all military-connected students at JSU. We serve all active duty, guard/reserve, veteran, and dependent students who are associated with JSU. It is the goal of VS to ensure that all military-connected students have their VA Educational benefits certified in a timely manner and have the resources necessary to reach their personal, academic, and professional goals. You can reach VS at (256) 782-8838 or veterans@jsu.edu.

STUDENT FINANCIAL SERVICES

Jacksonville State University offers a broad program of financial aid to assist as many qualified students as possible. Since the university cannot meet the financial needs of all applicants, students are also urged to investigate outside sources of aid.

Most aid programs are based on the individual need of the applicant. Demonstrated financial need is determined by completing an independent, standardized need analysis form called the Free Application for Federal Student Aid (FAFSA) on the web at www.fafsa.gov. The JSU Title IV Code is 001020.

The FAFSA contains questions pertaining to the student's assets, income, year in college, etc. Students who are dependent on their parents, based on Federal student aid guidelines, must also submit information concerning parental income, assets and other items.

Once the applicant completes the FAFSA on the web, the processor sends the applicant a Student Aid Report (paper or by email link) and also forwards information to the college(s) the applicant lists to receive the data. It is the student's responsibility to check his/her JSU email and MyJSU for detailed information. The Student Aid Report is used to determine eligibility for federal financial aid and other financial aid programs, as it contains the expected family contribution to the applicant's cost of attendance.

Applicants and their parents are cautioned to complete all forms as honestly and accurately as possible. Any person who knowingly makes a false statement is subject to a fine or imprisonment or both under provisions of the United States Criminal Code. Applicants are also reminded that they may be asked to substantiate information they submit on the need analysis. Each year the federal government selects approximately 30% of all applicants for verification. Those selected for verification must provide documentation such as, but not limited to, federal tax return transcripts, in order to receive financial aid.

Note that application for financial aid must be made for each academic year; no awards are automatically renewed from year to year. Although the university accepts applications through the academic year, March 15 has been established as the preference deadline for applying for most types of assistance.

Those interested in detailed information on federal financial aid should request *The Student Guide* by writing the Federal Student Aid Information Center, P.O. Box 84, Washington DC 20044. Additional information may also be secured from the JSU Office of Student Financial Services or from the internet at www.studentaid.gov.

Note that information provided herein is of a general nature and is not intended to explain in detail all financial aid programs. Programs described herein are subject to Federal, State and institutional guidelines and are subject to change without notice.

Students who apply for federal assistance are required to use their Social Security number for identification purposes. The U.S. Department of Education's legal right to require the use of Social Security numbers for eligibility for the Title IV Programs is based

on section 484(a)(4)(B) of the Higher Education Act of 1965, as amended. Complete information on usage of your Social Security number is located in the Free Application for Federal Student Aid.

STUDENT FINANCIAL RESPONSIBILITY

In the event a student fails to satisfy a financial obligation to the university and the debt is referred to an outside attorney or agency for collection, in addition to the debt (principal plus applicable interest), the student will be responsible for all costs, charges and expenses incurred by the university, including attorney's fees and/or collection agency fees and expenses, not to exceed thirty-three and one-third percent (33.3%) of the debt, plus litigation expenses and court costs, if applicable. Debts owed the university may be referred out for collection as accounts or, where litigation has concluded, as judgments. Delinquent accounts may accrue interest at the contract rate or, where none is stated, at the maximum rate allowed by Alabama law. Any judgment obtained in favor of the university will accrue interest at the contract rate or, where none is stated, at the maximum rate allowed by Alabama law. Any judgment obtained in favor of the university will accrue interest at the rate set by Alabama law for unpaid judgments. By providing your telephone number to JSU, you agree and give express consent that the university or anyone working on their behalf, including third party vendors, may contact you at the number provided by manually dialing the number or by using automated dialing technology.

Graduate students may be required to complete undergraduate preparatory coursework (undergraduate deficiencies) when enrolling in a graduate degree program. Please note that these undergraduate preparatory courses may or may not be eligible for federal financial aid. It is recommended that all graduate students speak with the department of his/her major prior to submitting a graduate admissions application.

Graduate Program Time Length for Completion

Certificate graduate programs that require 12 - 18 credit hours for completion have an expected completion time length of 1 academic year.

Graduate programs that require 30 credit hours for completion have an expected completion time length of 1.5 academic years.

Graduate programs that require 31 - 36 credit hours for completion have an expected completion time length of 2 academic years.

Graduate programs that require 37 - 48 credit hours for completion have an expected completion time length of 2.5 academic years.

Graduate programs that require 60 credit hours for completion have an expected completion time length of 3.5 academic years.

LOANS

Students who must borrow money to finance their education should consider long-term, low interest loans available to those who meet eligibility requirements. Loans must be repaid regardless of whether recipients graduate. The following loans are available to eligible graduate students:

The Federal Stafford Direct Loan Program

JSU participates in the Federal Stafford Direct Loan Program. Interest rates for the Federal Stafford Direct Loan Program are variable with a cap of 8.25%. Repayment begins six months after the student's enrollment ceases to be at least half-time status. For the most current Federal Stafford Direct Loan information please visit studentaid.gov.

There are two types of Federal Stafford Direct Loans for graduate/doctoral students:

Federal Stafford Direct Unsubsidized Loans provide low interest rates and are available to all students regardless of financial need (although the FAFSA still must be filed). A credit check is not required to receive these loans. The student is responsible for the interest, which may be paid while the student is in school or accrued and then added to the principal balance when the student enters repayment, which occurs six months after the student is no longer enrolled in school at least half time.

Federal Direct Graduate PLUS Loans are low interest loans that graduate students may obtain to help pay their own education. PLUS loans require a credit check and, in some instances, an eligible cosigner. Repayment of PLUS loans begins following the final disbursement for the year. Graduate students may be able to defer repayment of their PLUS loans until after the student is no longer enrolled in school at least half time, although interest will continue to accrue. Additional paperwork may be required. Students must also complete a separate Entrance Counseling and Master Promissory Note. Steps to apply are listed at www.jsu.edu/finaid - click the FAQ & Hints tab.

Loan Limits

For graduate/professional students, a maximum aggregate loan eligibility (including undergraduate loans) is \$138,500, and the award amount is up to \$20,500 per academic year.

JSU no longer participates in the Federal Perkins Loan Program.

To apply for Federal Stafford Loans, submit a FAFSA as soon as possible after January 1 (for the year you plan to attend) and check MyJSU for any other documentation that may be required by the U.S. Department of Education and the Office of Student Financial Services. The Office of Student Financial Services will notify applicants of their eligibility via JSU email. If you have additional questions regarding financial aid or the financial aid process, please visit FAQs & Hints on the web at www.jsu.edu/finaid.

SCHOLARSHIPS

Jacksonville State University offers various scholarships each year based on academic achievement. Consult the scholarship listing (www.jsu.edu/finaid/scholarships) for information pertaining to individual requirements and/or restrictions for scholarships offered. Scholarship offers are subject to the applicant being admitted to the university and available funding. The scholarship application varies.

Additional information may be obtained by emailing scholarships@jsu.edu or visiting www.jsu.edu/finaid/scholarships.

VETERANS BENEFITS

Military veterans and their dependents may be eligible for assistance through a variety of programs. The JSU Office of Veteran Services is located in Daugette Hall Basement, to assist students. Additional information may be obtained at www.jsu.edu/veterans.

Alabama National Guard Educational Assistance Program

The State of Alabama provides assistance to cover tuition and book expenses for persons who are members of the Alabama National Guard. Selection of recipients is made by the Alabama Commission on Higher Education. Those interested in applying should contact the JSU Office of Veteran Services, Room 103, Daugette Hall.

VOCATIONAL REHABILITATION

Students who have disabilities may be eligible for a special assistance program through the Alabama Department of Rehabilitation Services (ADRS). Information may be obtained from the ADRS State Office, 2127 East South Blvd., Montgomery, AL 36116, (334) 228-0220. A local ADRS counselor visits the JSU campus each week. Disability Support Services

(DSS) can provide information by arranging an appointment. DSS is located in Room 139, Doughty Hall, (256) 782-8380.

ENROLLMENT REQUIREMENTS

All financial aid programs are contingent upon actual enrollment at JSU. Most programs require at least half-time (graduate students – six graduate credit hours; doctoral students – three doctoral credit hours) of financial aid eligible course work for eligibility during each semester. Federal Stafford Loans and work study require a student to be enrolled in at least half time. **Students who are required to take undergraduate deficiencies must contact the Office of Student Financial Services for eligibility criteria.** Questions pertaining to individual program requirements for maximum benefits should be addressed to the Office of Student Financial Services.

Students who attend during the summer sessions (May, June, July) may qualify for financial assistance if they have remaining eligibility and are enrolled at least half time. Students must register and contact the Office of Student Financial Services for more information.

Federal assistance is available only to students who are enrolled in a financial aid eligible program. Special students, professional development, and transient students are, therefore, ineligible for federal aid.

Students receiving financial aid who withdraw or stop attending classes may be required to repay a proportionate amount of financial aid received for that term. For more information please review the Federal Official/Unofficial Withdrawal Policy at www.jsu.edu/finaid - click forms, then click Federal Return to Title IV Policy.

SATISFACTORY ACADEMIC PROGRESS

In order to be eligible for federal financial aid, students must be enrolled and making progress in a financial aid eligible program. There are criteria for meeting Satisfactory Academic Progress (SAP) – cumulative Grade Point Average (GPA), pace of progression/completion, completion rate and maximum time frame. JSU reserves the right to monitor satisfactory academic progress periodically throughout the calendar year.

The Satisfactory Academic Progress and Appeals Policy may be located on the MyJSU web page under your financial aid status and on the web at www.jsu.edu/finaid - click forms, click the academic year you plan to attend, then click Satisfactory Academic Progress and Appeals Policy.

AWARDING, ACCEPTANCE AND PAYMENT OF FINANCIAL AID

Students who are determined to be eligible for Federal Stafford Loans and Federal Work Study should receive an email in their JSU email account. The initial email will list instructions for completing his/her file through MyJSU. Once the student has completed his/her financial aid file, another email should be sent listing instructions for accepting the Offer of Financial Aid and completing a Master Promissory Note and Entrance Counseling. This assistance and scholarships awarded by the university are credited to the student's account, and a check is issued to the student's campus mail box or direct deposit for the balance, if applicable, approximately two weeks after classes begin. A student must sign up for direct deposit on MyJSU, view account, make payment. The instructions listed in the email are also located at www.jsu.edu/finaid - click FAQ's & Hints.

Students may use their accepted Offer of Financial Aid to confirm classes and/or university housing and meal plan costs, if their assistance has been processed by the required payment dates. Accepted Offers of Financial Aid will appear on MyJSU. More

detailed information on paying confirmation costs is located on the web at www.jsu.edu/bursar/fees/index.html.

CANCELLATION OF FINANCIAL AID

Students scheduled to receive financial aid who do not plan to attend a term for which they have pre-registered must notify, in writing, both the Office of Student Financial Services and the Registrar's Office prior to the first day of classes to cancel their pre-registration and financial aid. **STUDENTS WHO FAIL TO DO THIS WILL BE ENROLLED IN CLASSES AND RECEIVE ACADEMIC AND FINANCIAL PENALTY FOR NOT ATTENDING CLASSES.**

EMPLOYMENT OF STUDENTS

JSU offers five possible employment opportunities for students enrolled through Graduate Studies: (1) Graduate Assistantships; (2) University Student Employee Program; (3) Federal Work-Study; (4) Part-Time Off-Campus Employment; and (5) Cooperative Education. Graduate assistants, University Aide students and Federal Work Study students cannot work more than 26 hours per week.

Graduate Assistantships

Several salaried assistantships are awarded each year. In addition to a monthly stipend, these assistantships also cover six to nine (6-9) semester hours of graduate tuition for the fall and spring semesters and a total of six to nine (6-9) semester hours of graduate tuition during the summer sessions. Graduate assistants must report to the Human Resources Office in Bibb Graves Hall to produce evidence of identity and employment authorization within three business days of the date employment begins. If you choose to apply for employment as a graduate assistant at JSU, your transcripts and letters of recommendation will be reviewed by personnel from the units who have posted a graduate assistantship. To apply, go to the online employment system via <https://jobs.jsu.edu>. For additional information, contact Graduate Studies, 256-782-5345, or email vansandt@jsu.edu.

University Student Employee Program – University Aide

Many JSU students work part-time in campus positions in a variety of departmental areas. These positions do not come through the Office of Student Financial Services and do not require a financial aid application. Once a student is hired, he/she must sign the University Aide Contract with the hiring department.

Federal Work-Study (FWSP)

This program is federally funded and is available to qualified students who demonstrate financial need. Students are employed on campus approximately 15 hours per week at minimum wage and are paid monthly. It is the student's responsibility to find his/her position once he/she has received notice of eligibility. Funds for this program are limited and a limited number of FWSP community service opportunities are available through the Office of Student Financial Services. JSU positions may be listed on the web at www.jsu.edu/hr/ - click Job Opportunities.

Part-Time Off-Campus Employment

Information concerning employment off campus is available at www.jsu.edu/careerservices/.

Graduate Cooperative Education Program at Jacksonville State University

Cooperative Education is a unique partnership between the university, industry and business community. Professional employment allows students to apply the knowledge learned in the classroom to the workplace, in addition to the development of intellect and culture within their major fields of study. The co-op program is designed to be an integral part of the graduate student's academic program.

Cooperative Education allows graduate students to work full-time/40 hours per week or part-time/20 hours per week in a professional workplace, while pursuing at least three

credit hours (alternate schedule) and six credit hours (parallel schedule) at Jacksonville State University.

There are no fees associated with the graduate co-op program, and, if approved, students are provided full-time enrollment status.

For further information please contact Ms. Lola Johnston at 256-782-5092 or lmjohnston@jsu.edu.

CHANGE OF MAJOR AND FEDERAL FINANCIAL AID REGULATIONS

Due to new Federal financial aid regulations, JSU Graduate Admissions will not be able to process a request to change a student's major until the end of each semester. Please be aware that change of major requests will only be processed at the end of each semester through the day before the next semester begins.

NONDISCRIMINATION

All financial aid is awarded without regard to age, sex, race, religion, physical or mental handicap or national origin. Federal financial aid is available only to citizens, eligible non-citizens, national or permanent residents of the United States.

INTERNAL REVENUE SERVICE TAX LAWS

The Taxpayer Relief Act of 1997 allows qualified students and/or parents to receive benefits when filing federal income tax returns for certain educational expenses. Taxpayers who are interested in this legislation, which includes Lifetime Learning Tax Credit, should contact their tax preparers. There are other provisions for interest paid on educational loans. The university does not provide tax advice and makes no representation on the tax law.

SPECIAL NOTE TO STUDENTS

Information provided in this bulletin is of a general nature and is not intended to explain in detail all financial aid programs. Programs described herein are subject to Federal, State and institutional guidelines and are subject to change without notice. Additional information is located in the Student Handbook and publications prepared by the Office of Student Financial Services. These publications also contain information about the usage of Social Security numbers, the Family Rights and Privacy Act and the Student Right to Know Information.

INSTITUTIONAL AND FINANCIAL ASSISTANCE INFORMATION FOR STUDENTS

Federal regulations require educational institutions to disclose certain information to enrolled students, prospective students, parents and employees. This information includes the Family Education Rights and Privacy Act, deferment procedures for students receiving FFEL/Direct Loans for Peace Corps or volunteer services, financial assistance programs, general institutional information (such as curriculum and costs), graduation rates, campus security reports, HEOA Text Book Law, drug free workplace policy, athletic program participation rates and financial support data. Detailed information on these items is located on the JSU website at www.jsu.edu or at other locations described on the website.

TUITION AND FEES FINANCIAL POLICIES

Jacksonville State University's fees have remained lower than those charged by most other quality institutions in the state and nation. Small increases are required, however, as costs rise.

Tuition and Fee Rates

As a student at JSU, it is your responsibility to pay all tuition and fees by the published due date. Not doing so will result in your course registration being cancelled.

Current tuition and fees may be found on the Office of Student Accounts' web page at www.jsu.edu/bursar/fees/index.html.

ALL TUITION AND FEES ARE SUBJECT TO CHANGE.

OUT-OF-STATE FEES

In-state determination and the application of out-of-state fees and tuition will be made in accordance with the laws of the State of Alabama. Students whose permanent residence is in Alabama or a designated Georgia county, i.e., Bartow, Carroll, Chattooga, Coweta, Douglas, Floyd, Haralson, Heard, Paulding, or Polk, will be eligible for in-state tuition. Graduate students should contact the Office of the Director of Graduate Studies with any questions. Petitions for in-state tuition that are granted prior to the end of the add/drop period of any semester will be effective the first day of the semester. After the add/drop period, in-state determination will apply to the next academic semester. Determination of in-state is not retroactive.

PAYMENTS

Payment may be made by one of the following ways: the Office of Student Accounts' cashier window, 2nd floor of Bibb Graves Hall; via the web at <http://my.jsu.edu>; by a valid checking or savings account; by credit card; or by mail with a check or money order, which must be **received** in the Office of Student Accounts by the published due date. Students are responsible for knowing all registration and fee payment dates.

Any long distance telephone charges, traffic fines, library fines, etc., are due when the charge is applied to the student account.

PAYMENT PLAN

Jacksonville State University offers students an installment plan to budget the costs of tuition, university housing and other fees. Details for the payment plan may be found on the Office of Student Accounts' web page at www.jsu.edu/bursar/PaymentPlan.html.

CHECKS

When paying by check, Jacksonville State University is authorized to either use the information from the check to make a one-time electronic fund transfer from your account or to process the payment as a check. In the event a check presented is not honored by the bank, JSU will charge the current maximum fee allowed by the State of Alabama for each return. Administrative withdrawal from the university could result if a returned check is in

payment for tuition and/or fees. After two (2) returned checks, the privilege of paying by check will be forfeited. No counter checks will be accepted.

INTERNATIONAL STUDENTS' FINANCIAL POLICIES

International students are required each semester to pay tuition, fees and residence hall charges in U.S. dollars to confirm registration. International students must conform to United States Customs and Immigration Services (USCIS) regulations concerning the USCIS Form I-20, section 8, for financial assurance. All international students are required to carry health and repatriation insurance. International students are required to be enrolled full-time for at least nine graduate hours each semester, and at least six of those hours must be taken on JSU's campus in a face-to-face format. The U.S. government requires that all international students maintain a physical presence on the campus of the institution in which they are enrolled. Graduate classes are scheduled to accommodate that requirement, and it is the university's expectation that all international students abide by that requirement. Failure to do so could result in the student being classified as out-of-status with U.S. Immigration.

WITHHOLDING OF CREDITS

Students are expected to meet all financial obligations to JSU. Registration, transcripts, and/or diploma will be withheld if a student fails to meet their financial obligations.

In the event a student fails to satisfy a financial obligation to the university and the debt is referred to an outside attorney or agency for collection, in addition to the debt (principal plus applicable interest), the student will be responsible for all costs, charges and expenses incurred by the university, including attorney's fees and/or collection agency fees and expenses, not to exceed thirty-three and one-third percent (33.3%) of the debt, plus litigation expenses and court costs, if applicable. Debts owed the university may be referred out for collection as accounts or, where litigation has concluded, as judgments. Delinquent accounts may accrue interest at the contract rate or, where none is stated, at the maximum rate allowed by Alabama law. Any judgment obtained in favor of the university will accrue interest at the rate set by Alabama law for unpaid judgments. By providing your telephone number to JSU, you agree and give express consent that the university or anyone working on their behalf, including third party vendors, may contact you at the number provided by manually dialing the number or by using automated dialing technology.

Questions about charges and refunds should be addressed to the Office of Student Accounts, (256) 782-5458.

Any student will have his or her complete academic record and diploma withheld until their account balance is paid in full.

REFUNDS OR CHARGE ADJUSTMENTS

I. Withdrawal:

Tuition will be refunded as follows for fall and spring semesters:

- 100% of total tuition charged if withdrawal from all courses from the semester occurs by the last day to register for the semester.
- 80% of total tuition charged if withdrawal from all courses from the semester occurs within one (1) week after the close of the registration period.
- 50% of total tuition charged if withdrawal from classes occurs within three (3) weeks after the close of registration.
- No adjustment if withdrawal occurs thereafter.

Tuition will be refunded as follows for summer semesters:

- 100% of total tuition charged if withdrawal from the summer semester occurs by the last day to register for that semester.
- 80% of total tuition charged if withdrawal from the summer semester occurs within one (1) day after the close of the registration period for that semester.
- 50% of total tuition charged if withdrawal from the summer semester occurs within two (2) days after the close of registration.
- No adjustment if withdrawal occurs thereafter.

Students who withdraw while on financial aid may have to repay a proportionate amount of aid received and may owe the university money. Please check with the Office of Student Financial Services or the Office of Student Accounts for more details. If you live in university housing, please contact the Office of Housing Operations and Residence Life for the housing refund policy.

II. Change of Course(s) or Drop:

Tuition will be refunded as follows for dropped courses during all semesters:

- 100% of total tuition charged for the dropped course if the drop occurs by the last day to register.
- No refund for dropping of a course after the last day to register for the semester.

ANTHROPOLOGY

The Department of Chemistry and Geosciences offers courses in support of the Master of Arts with a major in liberal studies. A graduate degree program is not offered in anthropology.

ANTHROPOLOGY COURSES (AN)

- 410G. Archaeological Field School (3).** Designed to provide the student field experience in methodology and techniques of archaeological data recovery.
- 412G. Lab Techniques in Archaeology (3).** Instruction and experience in the techniques of artifact preparation, analysis, cataloging, and storage. (May be used in the social science teaching field with a major in secondary education.)
- 490G. Advanced Seminar in Anthropology (3).** Prerequisite: AN 224 or permission of instructor. Examination of current issues in anthropology. (May be used in the social science teaching field with a major in secondary education.)

ART

VISUAL COMMUNICATION DESIGN

The Department of Art offers courses leading to the Master of Fine Arts (MFA) degree with a major in visual communication design. The Department of Art is accredited with the National Association of Schools of Art and Design (NASAD), and a member of the College Art Association (CAA).

Visual Communication Design includes: graphic design for print and web, typography, art direction, motion and interactive design, illustration, photomedia and other specializations. Designers analyze, plan and create visual solutions to communication problems.

The MFA in Visual Communication Design at JSU is a terminal degree that allows students to concentrate in one specific discipline under the umbrella of Visual Communication Design (for example, web design or illustration) OR to complete individually crafted interdisciplinary programs of study also under the umbrella of Visual Communication Design. The course of study integrates both research and studio components and is designed to assist students in developing a professional portfolio by the completion of their degree. The 60 hour MFA program, with a possible completion time of three years, also prepares graduates to teach at the university level.

Both scholarships and teaching assistant positions are available to qualified applicants.

APPLICATION MATERIALS REQUIRED FOR THE MFA WITH A MAJOR IN VISUAL COMMUNICATION DESIGN

Applicants for the MFA degree with a major in visual communication design must submit all of the following documentation to Graduate Admissions, Jacksonville State University, 700 Pelham Road North, Jacksonville, Alabama 36265-1602. The application deadline for priority acceptance is February 1 for fall enrollment and October 1 for spring enrollment. Applicants may be considered after these deadlines based on availability. Preference will be given to applicants for full-time study. Contact the Department of Art for more information at (256) 782-5626 or Graduate Certification at (256) 782-5345. Applications will be accepted on an on-going basis with the review process starting in mid-January.

1. Completed JSU Graduate Application for Admission (available online at www.jsu.edu/graduate/admission/grad_app.html).
2. Non-refundable \$35.00 application processing fee.
3. Official transcripts(s) from all colleges/universities with degrees posted. (Students who have previously attended JSU do not need to request a transcript from the university.)
4. Three Graduate Reference Forms completed by individuals who can provide qualitative assessment of the applicant's potential for success in graduate course work. Two of these must be from educators and/or professionals in the field of visual communication and design. Reference forms will be submitted electronically. Instructions for submission will be sent through email to the applicant upon submission of the online graduate application.
5. Statement of Purpose – A statement of purpose should outline the applicant's current or previous work as relevant to plans and objectives for advanced graduate study; describe professional goals; and state the areas of research and

investigation the applicant would like to pursue and study in a visual communication and design program.

6. Applicants must submit a portfolio of 20 examples of current work demonstrating proficiency in the area of visual communication design. Work should be submitted in the form of a single PDF, including titles, dates, media, and any relevant information or project descriptions. Applicants should demonstrate competence and understanding of design related digital technology, including proficiency in industry standard page layout, illustration, and image manipulation software. Prerequisites and/or technical experience specific to this field of study may be required prior to admission. Submissions will not be returned.
7. If applicant is an international student, please see the International Student Applicants section of the current graduate bulletin which may be viewed online.

ADMISSION REQUIREMENTS FOR THE MFA WITH A MAJOR IN VISUAL COMMUNICATION DESIGN

In addition to meeting general admission requirements of Graduate Studies, applicants for the MFA with a major in visual communication design must have an undergraduate major in art, graphic design, or its equivalent, as determined by the head of the Art Department. Applicants to the MFA must meet the following admission requirements:

Grade Point Average – At least 3.00 for the final 60 semester hours (90 quarter hours) of undergraduate study.

Deficiencies – Admission to the MFA program is based on the extent and quality of undergraduate preparation, including courses in studio art, art history, and other academic subjects. Quality of studio preparation is judged on the basis of careful evaluation of work done at the undergraduate level. Prior to the admission of the successful applicant, the graduate faculty will determine the individual's deficiencies in art studio, art history, and general education, and inform the student of the findings. The prospective student will be given a clear indication of the prerequisites required, emphasizing that no course work taken to compensate for deficiencies in undergraduate preparation can be counted as contributing to the minimum number of credit required for the MFA degree.

Unconditional Admission

Unconditional admission is determined by the faculty in the art department.

Conditional Admission

Any applicant failing to meet the requirements for unconditional admission may be conditionally admitted with the recommendation of the graduate faculty in the applicant's major and approval of the Director of Graduate Studies.

Applicants who are granted conditional admission must achieve a GPA of at least 3.00 on the first 12 graduate hours attempted within a twelve-month time frame. Failure to meet these conditions will result in the student being dropped from graduate studies.

MINIMUM REQUIREMENTS FOR THE MFA WITH A MAJOR IN VISUAL COMMUNICATION DESIGN

Minimum semester hours required: 60

Coursework required: A minimum of 39 credit hours of studio - 30 credit hours must be in visual communication design studios; a minimum of nine credit hours in art academic courses (research, theory and art history); suggested six credit hours of approved academic elective studies; remaining credit hours (6) may be applied to any combination of studio, art academic or elective courses.

Studio Project required: No other options are available.

Studio Project: All MFA candidates must present for review at a public exhibition or other approved public venue.

Other requirements: Continuation in the MFA program beyond the first 30 semester hours requires an evaluation and recommendation of the MFA Committee.

VISUAL COMMUNICATION DESIGN COURSES (ART)

- 602. Visiting Designer/Artist Project (3).** Design studio with visiting designer/artist. May be repeated for credit, up to a maximum of twelve hours, with permission of the instructor and graduate coordinator.
- 605. Graduate History of Graphic Design (3).** In depth study of major works, movements and artists associated with the history of graphic design. Course should be taken in the second semester of enrollment. Offered in the spring semester.
- 606. Design Education Pedagogy/Andragogy (3).** History, practice and theory of graphic design education.
- 619. Design Studio (3).** Graduate design studio work. Students will author designer-focused projects with interpretation of complex media and materials at multiple levels using both traditional and modern techniques. May be repeated for credit, up to a maximum of six hours, with permission of the instructor and department head.
- 620. Advanced Design Studio (3).** Prerequisite: ART 619. Continuation and application of Design Studio Graduate design studio work. Students will author advanced designer-focused projects with interpretation of complex media and materials at multiple levels using both traditional and modern techniques. May be repeated for credit, up to a maximum of six hours, with permission of the instructor and department head.
- 625. Design Research, Readings and Seminar (3).** Presentation, analysis, and discussion of readings in visual communication and design theory and criticism. Should be taken in the first semester of enrollment. Offered in the fall semester.
- 626. Contemporary Visual Studies (3).** Prerequisite: May be repeated for credit, up to a maximum of six hours, with permission of the instructor and department head. Study of major works, themes, movements and theories in contemporary art and design.
- 636. Design Research, Readings and Seminar (3).** Prerequisite: May be repeated for credit, up to a maximum of six hours, with permission of the instructor and department head. Presentation, analysis, and discussion of readings in visual communication and design theory and criticism.
- 638. Special Topics in Graphic Design (3).** Prerequisite: ART 329 and/or permission of instructor. An in-depth independent investigation of topics and techniques in the field of graphic design such as: Exhibition design, time-based media, advanced motion studies, experience design, etc. Course may be repeated up to nine credit hours.
- 640. Contemporary Media/Communication Studio (3)** Design studio in new media. Students will utilize time-based and digital techniques to create modern projects for interactive, time-based, web, and app based media. Should be taken in the first semester of enrollment. Offered in the fall semester.

- 641. Traditional/Communication Studio (3).** Design studio in traditional graphic design media. Course should be taken in the second semester of enrollment. Offered in the spring semester.
- 642. Design Studio (3).** Graduate design studio work. Students will author designer-focused projects with interpretation of complex media and materials at multiple levels using both traditional and modern techniques. May be repeated for credit up to a maximum of six hours, with permission of the instructor and department head.
- 643. Design Studio Exhibition Research (3).** Prerequisites: Successful completion of Candidacy Review and Thesis Proposal approval. The student will begin the planning and research for their final MFA Exhibition.
- 644. Design Studio Exhibition Research II (3).** Prerequisites: ART 643, successful completion of Candidacy Review and Thesis Proposal approval. As the MFA capstone course, the student will prepare and produce the final MFA Exhibition. Students will be assigned a grade of pass or fail only.
- 645. Advanced Design Studio (3).** Prerequisite: ART 642. Continuation and application of design studio graduate design studio work. Students will author advanced designer-focused projects with interpretation of complex media and materials at multiple levels using both traditional and modern techniques. May be repeated for credit up to a maximum of six hours, with permission of the instructor and department head.
- 650. Art Theory (3).** Prerequisite: May be repeated for credit, up to a maximum of six hours, with permission of the instructor and department head. An investigation of the theoretical background associated with artistic production.
- 660. Advanced Contemporary Media/Communication Studio (3).** Prerequisite: ART 640. Building on Contemporary Media/Communication Studio Design studio in new media. Students will utilize time-based and digital techniques to create modern projects for interactive, time-based, web, and app based media.
- 677. Seminar in Art History (3).** Prerequisites: Six hours of 300+ art history courses and/or permission of instructor. A course for students to investigate special topics in art history in a seminar format which focuses on independent research and presentation. Topics may include such things as: Post-Impressionism, Far Eastern Art, The History of Photography, American Printmaking, etc. Course may be repeated for up to six credit hours.
- 679. Graduate Independent Study in Art History (3).** Prerequisite: May be repeated for credit, up to a maximum of six hours, with permission of the instructor and department head. Intensive graduate independent study for students within art history, coordinated and approved by a faculty advisor. Selected topics to be coordinated with instructor.
- 680. Graduate Seminar in Art History (3).** Intensive seminar and research course to explore many varied aspects of visual communication and design history and theory.
- 690. Graduate Independent Study (3).** Prerequisite: Each course may be repeated for credit, up to a maximum of twelve hours, with permission of the instructor and department head. Intensive graduate independent studies coordinated and approved by a faculty advisor.

BIOLOGY

The Department of Biology offers courses leading to the Master of Science (MS) with a major in biology and supporting courses for the Master of Arts with a major in liberal studies. For students majoring in secondary education with a teaching field in biology or general science, supporting courses are offered for the MSE and the EdS degrees.

Students accepted to the MS with a major in biology must decide on a track, either non-thesis or thesis. Students must meet with the biology graduate program coordinator to discuss degree benchmarks and determine a track of study prior to admission into the program. An advisory committee will be selected to assist the student in developing a degree plan that satisfies university and departmental degree requirements. Requirements and benchmarks for non-thesis and thesis tracks are available on the JSU biology department website (www.jsu.edu/biology/academic_programs.html) and in the biology department office.

APPLICATION MATERIALS REQUIRED FOR THE MS WITH A MAJOR IN BIOLOGY

All applicants for the MS with a major in biology must submit the following documentation to Graduate Admissions, Jacksonville State University, 700 Pelham Road North, Jacksonville, Alabama 36265-1602, to be considered for admission.

1. Completed JSU Graduate Application for Admission (available online at www.jsu.edu/graduate/admission/grad_app.html).
2. Non-refundable \$35.00 application processing fee.
3. Official transcripts(s) from all colleges/universities with degrees posted. (Students who have previously attended JSU do not need to request a transcript from the university.)
4. Official tests scores on the General Test of the GRE or the MAT (please refer to pages 17-18 of this bulletin).
5. Three Graduate Reference Forms completed by individuals who can provide qualitative assessment of the applicant's potential for success in graduate course work. Reference forms will be submitted electronically. Instructions for submission will be sent through email to the applicant upon submission of the online graduate application.
6. If English is not the applicant's native language, the applicant is required to submit an official TOEFL score report, an IELTS score report, or a PTE score report (please refer to page 25 of this bulletin).

ADMISSION REQUIREMENTS FOR THE MS WITH A MAJOR IN BIOLOGY

Applicants to the MS with a major in biology must meet both graduate school requirements and biology department requirements. To allow the department time to review applications, students must have all application materials submitted **at least six weeks prior** to any term for admission.

Unconditional Admission

Applicants to the MS with a major in biology must have an undergraduate major in biology or its equivalent, as determined by the biology department, including courses equivalent to Introductory Biology I (BY 101, 103), Introductory Biology II (BY 102, 104), Genetics (BY 322), Ecology (BY 332), and Cell Biology (BY 373). Applicants with majors in other natural sciences or mathematics will be considered for admission; however, additional courses may be required.

To obtain unconditional admission into the MS program with a major in biology, applicants must meet one of the following formula requirements:

A minimum overall undergraduate GPA of 2.50 including a minimum GPA of 3.00 in the major.

OR

A mean score of 145 on the verbal and quantitative sections of the GRE or an MAT score of 375 (www.jsu.edu/biology/academic_programs.html).

Conditional Admission

Any applicant failing to meet the requirements for unconditional admission may be conditionally admitted with the recommendation of a graduate faculty sponsor(s) and approved by the graduate program committee or the department chair.

Applicants who are granted conditional admission must meet immediately with Dr. Lori Hensley, the Biology Department Head, to discuss program benchmarks and timelines. The student must also achieve a GPA of at least 3.00 on the first 12 graduate hours attempted within a twelve-month time frame. Failure to meet these conditions will result in the student being dropped from graduate studies.

MINIMUM REQUIREMENTS FOR THE MS WITH A MAJOR IN BIOLOGY

Non-Thesis Option

A minimum of 36 graduate semester hours (18 must be at the 500 level), including successful completion of an acceptable original research paper and a comprehensive examination. A minimum GPA of 3.00 on a 4.00 scale in all graduate work in biology is required. The 36 graduate semester hours for the non-thesis option will include the following courses:

Non-Thesis Option: (total hours: 36)

1. Four (4) 500 level courses (12 semester hours):
choose from BY 521, 533, 538, 540, 542, 546, or 562;
2. Two (2) 500 level seminar courses (4 semester hours):
choose from BY 570, 571, 572, 573, 574, 575, 576, or 577;
3. BY 595 Research Project (3 semester hours); and
4. Seventeen (17) hours of committee approved electives (17 hours).

36 Graduate Semester Hours Required for the Non-Thesis Option

Thesis Option

A minimum of 30 graduate semester hours (15 hours must be at the 500 level), including successful completion of an acceptable thesis and a comprehensive examination. A

minimum GPA of 3.00 on a 4.00 scale in all graduate work in biology is required. The 30 graduate semester hours for the thesis option will include the following courses:

Thesis Option: (total hours: 30)

1. Two (2) 500 level courses (6 semester hours): choose from BY 521, 533, 535, 538, 540, 542, 546 or 562;
2. Two (2) 500 level seminar courses (4 semester hours): choose from BY 570, 571, 572, 573, 574, 575, 576, or 577;
3. BY 415G Biometrics (or MS 504) (3 semester hours);
4. BY 599 Thesis I and II (6 hours); and
5. Eleven (11) hours of committee approved electives (11 semester hours).

30 Graduate Semester Hours Required for the Thesis Option

The thesis option also includes completion of a committee-directed research project. A typical research project is completed in less than three years and includes the following timeline benchmarks:

YEAR ONE: Assignment of a major advisor and thesis committee, develop a research proposal (includes completion of thesis I, BY 599), meet with thesis committee. The student must also meet with the Director of Graduate Studies to receive an orientation to the thesis process and Graduate Studies forms that require completion.

YEAR TWO: Completion of research project, write thesis, provide thesis committee written thesis at least three weeks prior to thesis defense. The student must meet with the Director of Graduate Studies, within the first two weeks of the semester the student plans to defend the thesis and graduate. The Director of Graduate Studies will review deadlines for submission of copies of the thesis to Graduate Studies and discuss other details relative to the completion of the thesis. See Thesis Options and Procedures on page 43 of this bulletin.

Students not meeting benchmarks may be provided additional time as determined by their thesis committee, the department chair, or the Director of Graduate Studies. More details on thesis guidelines may be found on the JSU biology website (www.jsu.edu/biology/academic_programs.html) and in the biology department office.

BIOLOGY COURSES (BY)

402G. Medical Microbiology (4). Prerequisites: BY 323 or 283 and permission of the instructor. Study of pathogenic bacteria, viruses, fungi, and parasites of humans and some domestic animals; identification of pathogens, disease processes, and public health emphasized; lecture and laboratory.

403G. Immunology (3). Prerequisite: BY 373; BY 323 recommended. Study of immunity and how the immune system responds to specific infectious and non-infectious agents; comparative immunology of invertebrate and vertebrate animals, immunological disorders, and application of immunological techniques; lecture and laboratory.

405G. Animal Behavior (3). Prerequisite: BY 332. Genetic and anatomical bases of behavior; impact of behavior on the ecology of animals emphasized; lecture, discussion, demonstration and library studies.

406G. Ornithology (4). Prerequisite: BY 332. History, classification, anatomy, physiology, ecology, and distribution of birds; laboratory emphasis on field identification and ecology; lecture, laboratory, and field studies.

- 407G. Mammalogy (4).** Prerequisite: BY 332. Aspects of the biology, ecology, taxonomy, and distribution of southeastern mammals; lecture, laboratory, and field studies.
- 408G. Public Policy and Ecosystems (4).** Prerequisite: BY 332. Lecture, laboratory, and field study. The course will address the history, evolution, and recent developments in natural resource policy and how it influences ecosystem structure and function. Topics include fish and wildlife conservation, forest planning and management, agricultural policies, public lands, (Bureau of Land Management lands, national forests, national wildlife refuges, national parks, and wilderness areas), endangered species, and policies that influence private lands. The relationship between policies and ecosystem structure and function will be addressed in class and in labs by debates and field exercises.
- 412G. Plant Reproduction and Development (4).** Prerequisites: BY 322, 373; CY 105, 106, 107, 108 recommended. Study of structural and functional aspects of reproductive and developmental phenomena in vascular plants; lecture and laboratory.
- 413G. Animal Reproduction and Development (4).** Prerequisites: BY 322, 373; CY 105, 106, 107, 108 recommended. Study of the structural and functional aspects of reproductive and developmental phenomena in animals with emphasis on the cellular and molecular mechanisms involved; lecture and laboratory.
- 415G. Biometrics (3).** Prerequisites: BY 322, 332, or 373 and MS 204. An introduction statistics for biology majors. This course will introduce students to appropriate statistics for analyzing biological data including how to select random samples, use of basic statistical packages, post-hoc statistical testing and the use of linear regression and will use real-world examples of statistics in ecological, toxicological, and physiological research; lecture and laboratory. Recommended as an elective for non-thesis option students.
- 422G. Biology of Cryptograms (4).** Prerequisites: BY 332, 373. The study of blue-green algae, algae, slime molds, bryophytes, and lichens; lecture, laboratory, field, and library study. Extensive field and laboratory identifications.
- 427G. Independent Studies in Biology (1).** Prerequisite: BY 370. Laboratory or field research investigation dealing with an aspect of biological sciences; biology sponsor required for topic approval and supervision. Grade: Pass/Fail.
- 434G. Animal Systems Physiology (4).** Prerequisites: BY 373; CY 105, 106, 107, 108; CY 231, 232 and one semester of physics recommended. Systematic survey of organ system physiology in vertebrates; systems analysis, biophysics, and bioengineering emphasized; lecture and laboratory.
- 435G. Landscape Ecology and Management (4).** Prerequisites: BY 332, MS 204. Lecture, laboratory, and field study. The role of spatial and temporal heterogeneity in the management of wildlife and natural resources is emphasized. Topics addressed include detection and description of heterogeneity, landscape dynamics and models, ecosystem management, adaptive management, genetics in conservation and management, population dynamics, community management, landscape-level conservation, managing biodiversity, and human interactions with ecosystems.
- 438G. Freshwater Biology (4).** Prerequisite: BY 332. Analysis of the unique ecology and biology of the freshwater environment; extensive field work; research project; lecture, laboratory, and field studies.
- 439G. Microbial Ecology (4).** Prerequisites: BY 323, 332. Microbial component of the global ecosystem including interactions among microorganisms and between microorganisms, plants, and animals, biogeochemical cycles, and application to various technologies; lecture, laboratory, and field studies.

- 440G. Evolutionary Biology (4).** Prerequisite: BY 322. Study of the processes and mechanisms which lead to evolutionary change in the biota; lecture, laboratory and field studies.
- 442G. General Entomology (4).** Prerequisite: BY 332. Lecture, laboratory, and field study of insects and other arthropods, with an emphasis on the taxonomy, morphology, physiology, and ecology of the insects.
- 445G. Ecotoxicology (4).** Prerequisites: BY 332, 373. Recommended: BY 322. This course is a survey of ecotoxicology. The study of the integration of the major processes involved with transport, exposure and response of biological systems to xenobiotics, how toxicants mediate interactions between organisms and their biotic and abiotic environments and, the impact and toxic effects of pollutants on diversity, growth and metabolism of living organisms, populations, communities, and the ecosystem; lecture, laboratory and field study.
- 450G. Molecular Biology (4).** Prerequisites: BY 322, 373 or permission of the instructor. Study of the processes involved in the expression of biological information at the molecular level; lecture and laboratory.
- 451G. Plant Anatomy (4).** Prerequisite: BY 373. Study of the comparative structural organization of the vegetative and reproductive parts of seed plants, from cells to tissues to systems; lecture and laboratory.
- 452G. Plant Taxonomy (4).** Prerequisite: BY 322 or 332. Survey of plant nomenclature, identification systems, description, evolution, and classification; vascular plants emphasized; lecture, library, laboratory, and field studies.
- 453G. Dendrology (4).** Prerequisite: BY 332. Lecture, laboratory and field study. The identification, taxonomy, ecological characteristics, distribution and economic importance of trees native and ornamentals native to North America.
- 454G. Tropical Biology (3).** Prerequisites: BY 101, 102, 103, 104, and permission of instructor. An extensive field trip to study the flora and fauna of tropical regions. A written and oral report is required.
- 455G. Plant Ecology (4).** Prerequisite: BY 322 or 332. Major plant communities of the southeastern U.S. and their relationships with major abiotic features; autecological field studies of plant species and populations included; lecture, laboratory, library and field studies.
- 458G. Herpetology (4).** Prerequisite: BY 332. Recommended: BY 320. Taxonomy, ecology, physiology, and external anatomy of amphibians and reptiles; conservation and field methodology emphasized; lecture, laboratory and field studies.
- 460G. Ichthyology (4).** Prerequisite: BY 332. An overview of the evolution, ecology, behavior, physiology, and conservations of fishes. Preparation and presentation of an original library or lab/field research project required. Lecture, laboratory, and field study.
- 473G. Advanced Cell Biology (4).** Prerequisite: BY 373. Recommended: BY 322, CY 231, 232, 362 and 363. A study of molecular aspects of cell structures and their functions using both descriptive and biochemical approaches. Lecture and laboratory.
- 475G. Economic Botany (4).** Prerequisite: BY 322 or 332. Collection identification, culture and preservation of plants for illustration and utilization in the classroom and laboratory; two class periods and one laboratory period per week.
- 476G. Invertebrate Zoology (4).** Prerequisite: BY 332. Systematics, ecology, physiology, and phylogentic relationships of invertebrate animals; lecture, laboratory, and field studies.
- 477G. Cell and Tissue Culture (4).** Prerequisites: BY 101, 102, 103, 104, 373, CY 105-108. Recommended: BY 322, 412, 431 and CY 231. Cell and Tissue Culture is an advanced

- biology course dealing with in vitro manipulation of cells, organs, and tissues; both solid and suspension culture and their application to biotechnology. Lecture and laboratory.
- 478G. Endocrinology (3).** Prerequisites: BY 373 and BY 434 or permission of the instructor. Introduction to vertebrate endocrine systems and the variety of chemical messengers involved in the regulation of physiological processes. Topics will include discussions of the history and methodologies of endocrinology, hormone synthesis, physiological effects of hormones, and the mechanism of hormone actions.
- 479G. Plant Physiology (4).** Prerequisite: BY 373; BY 451 recommended. Mineral nutrition, water relations, photosynthesis, metabolism and transport in vascular plants; lecture and laboratory.
- 480G. Advanced Topics in Biology I (1).** Prerequisite: BY 322 or 332 or 373. Lecture and discussion; topics to be posted in the Biology Department.
- 481G. Advanced Topics in Biology II (1).** Prerequisite: BY 322 or 332 or 373. Lecture and discussion; topics to be posted in the Biology Department.
- 503. Special Problems in Biology (2).** Special topics approved by instructor after consideration of student's background.
- 504. Problems in Biology (1).** Special topics approved by instructor after consideration of student's background.
- 525. Physiological Adaptations (3).** Prerequisites: graduate standing and BY 434 or its equivalent. An in-depth survey of selected topics in comparative physiology. Interactions between organisms and their environments will be examined with an emphasis on molecular and cellular adaptations. Phenotypic differences in adaptations will serve as a central theme for this course. Designed to expose students to the various topics through lecture, primary literature, and lab presentations/activities.
- 533. Advanced Plant Biology (3).** Prerequisite: graduate standing. Study of plant biology consisting of lectures, discussions, investigative laboratory exercises on the topics of plant classification, plant anatomy and reproduction, plant growth and development, the physiology and biochemistry of plants, plants genetics and molecular biology, plants interactions with their environments, and the impacts of plants to our society. Designed to expose students to the various topics through lecture, primary literature, and lab presentations/activities.
- 535. Functional Vertebrate Anatomy (3).** Prerequisite: BY 320 or equivalent, or permission of the instructor. Lecture and demonstration. This course will emphasize the adaptations of vertebrate animals as revealed by morphology and will study the anatomy of vertebrates, as it relates to topics such as locomotion, reproductions, digestion, and physiology. In addition, molecular and morphological phylogeny of vertebrate groups using datasets will be studied. Designed to expose students to the various topics through lecture, primary literature, and lab presentations/activities.
- 538. Population and Community Ecology (3).** This course addresses theoretical and applied issues at both the population and community levels. Topics include population and community structure/stability, trophic relations, population interactions, population and community dynamics, landscape ecology, and others. Discussion of primary literature will be required.
- 540. Invertebrate Relationships (3).** Prerequisite: Permission of the instructor. An analysis of recently published research in the anatomy, morphology, phylogeny, and physiology of invertebrate animals. The major invertebrate phyla (including parasitic forms) will be emphasized. Designed to expose students to the various topics through lecture, primary literature, and lab presentations/activities.

542. **Biodiversity: The Kingdoms of Living Things (3).** Prerequisite: BY 332 or its equivalent. Lectures and demonstrations. Biodiversity emphasizing systematic, phylogeny, structure, function, life cycles, ecology, and economics. Designed to expose students to the various topics through lecture, primary literature, and lab presentations/activities.
546. **Molecular Genetics (3).** Prerequisites: BY 322 or its equivalent or permission of the instructor. A survey of molecular genetics focusing on the analysis of genomes, genes, and chromosomes. Discussion of modern genetic analysis techniques will be integrated into these topics. Biotechnology topics will include nucleic acid isolation methods, PCR, gene expression analysis, gene cloning, expression systems, proteomics, DNA sequencing, and molecular phylogenetic analysis.
562. **Symbiotic Associations (3).** Prerequisites: BY 322, 332, 373 or equivalent and one 400 level organismal courses. Analysis of the nature and mechanism of symbiotic associations, including commensalism, mutualism, parasitism, that involve interactions between organisms. Designed to expose students to the various topics through lecture, primary literature, and lab presentations/activities.
570. **Seminar in Developmental Biology (2).** Prerequisite: Permission of the instructor. Presentation, discussion, and analysis of recently published research in developmental biology of cells, tissues, and organ systems in plants, animals, or microbes; independent library research required.
571. **Seminar in Organismal Biology (2).** Prerequisite: Permission of the instructor. Presentation, discussion, and analysis of recently published research focusing on specific groups of organisms; independent library research required.
572. **Seminar in Ecology (2).** Prerequisite: Permission of the instructor. Presentation, discussion, and analysis of recently published research in plant, animal, or microbial ecology; independent library research required.
573. **Seminar in Cell Biology (2).** Prerequisite: Permission of the instructor. Presentation, discussion, and analysis of recently published research in cellular biology; independent library research required.
574. **Seminar in Evolutionary Biology (2).** Prerequisite: Permission of the instructor. Presentation, discussion, and analysis of recently published research in evolutionary biology; independent library research required.
575. **Seminar in Genetics (2).** Prerequisite: Permission of the instructor. Presentation, discussion, and analysis of recently published research in plant, animal, or microbial genetics; independent library research required.
576. **Seminar in Physiology (2).** Prerequisite: Permission of the instructor. Presentation, discussion, and analysis of recently published research in plant, animal, or microbial physiology; independent library research required.
577. **Seminar in Systematics (2).** Prerequisite: Permission of the instructor. Presentation, discussion, and analysis of recently published research in systematic biology; independent library research required.
594. **Biology Research Methods (1).** Prerequisite: Approval of instructor. Introduction to diverse research methods and literature in the biological sciences. Includes topics such as, but not limited to, techniques in environmental analysis, microscopy, protein and nucleic acid analysis, biometry and population dynamics, and physiology.
595. **Research Project (3) (3).** Prerequisites: Completion of at least 20 hours of graduate study in biology, and permission of the instructor. Completion of an acceptable original research paper; non-thesis option only. Grade: Pass/Fail.

596. **Research I (1) (1).** Prerequisites: Approval of Application for Thesis Option and permission of the instructor. Original field and/or laboratory research in the biological sciences; thesis option only. Grade: Pass/Fail.
597. **Research II (2) (2).** Prerequisites: Approval of Application for Thesis Option and permission of the instructor. Original field and/or laboratory research in the biological sciences; thesis option only. Grade: Pass/Fail.
598. **Research III (3) (3).** Prerequisites: Approval of Application for Thesis Option, BY 594, and approval of instructor. Master's thesis research. May be duplicated for credit for a total of six (6) semester hours. Grade: Pass/Fail.
599. **Thesis (3) (3).** Prerequisite: Approval of Application for Thesis Option. See Thesis Options and Procedures on page 43 of this bulletin. Grade: Pass/Fail.

MARINE ENVIRONMENTAL SCIENCES CONSORTIUM

Graduate students may take marine biology courses for credit toward the MS with a major in biology and supporting courses for the MA with a major in liberal studies. For students majoring in secondary education with a teaching field in biology or general science, supporting courses are offered for the MSE and the EdS degrees.

These courses are offered only at the Dauphin Island Sea Lab (Dauphin Island, Alabama) which is sponsored by the Marine Environmental Sciences Consortium (MESOC). The Consortium is composed of 23 Alabama colleges and universities. Special laboratory fees, tuition, and frequency of courses are determined by the Sea Lab staff. Information concerning number of class periods and laboratories, application, and registration may be obtained from the Marine Biology advisor, Room 242 Martin Hall, in the Biology Department at JSU.

MARINE BIOLOGY COURSES (MBY)

- 410G. **Marine Fisheries Science (4).** Prerequisite: Graduate standing in biology. In-depth study of the principles and methods of fishery biology and their application to conservation; lecture and laboratories.
- 411G. **Marine Ecology (4).** Prerequisites: Graduate standing in biology; marine invertebrate zoology or marine biology (one semester of physics recommended). Bioenergetics, community structure, population dynamics, predation, competition, and speciation in marine ecosystems will be studied; lecture and laboratory work will be included, although considerable time will be spent in field work; individual species will be studied as they relate to ecological principles which they exemplify, thus providing both a taxonomic and ecologic background.
- 412G. **Coastal Ornithology (4).** Prerequisite: Graduate standing in biology. Study of coastal and pelagic birds with emphasis on ecology, taxonomy, and distribution; identification, population dynamics, and behavior of coastal birds; lecture, laboratory, and overnight trips to offshore islands.
- 415G. **Marine Botany (4).** Prerequisite: Graduate standing in biology. General study of coastal and marine flora with emphasis on taxonomy, morphology, physiology, ecology, and distribution; community structure in various ecosystems will be studied; students will have an opportunity to examine pelagic, marshland, estuarine, beach, sand dune, and inlet niches.
- 417G. **Estuarine Science (4).** Survey of estuarine ecosystems with particular emphasis on the interactions between physical, geological, chemical, and biological processes; lecture, laboratory, and field trips.

- 420G. Coral Reef Ecology (4).** Examines the ecology and evolution of coral reef communities, sea grass beds, and mangrove swamps with exploration of such issues as the degradation of reef-building corals and sea urchins, over-fishing and pollution. Students will participate in lectures and field exercises in the vicinity of Dauphin Island, and will take a one-week field trip to Andros Island, Bahamas.
- 421G. Special Topics: Marine Conservation Biology (4).** Intended to develop a student's understanding of conservation biology by building upon the foundations of ecology; lectures and field exercises; requires students to develop a topical term paper and give a presentation.
- 423G. Marsh Ecology (4).** Prerequisite: Graduate standing in biology. Study of floral and faunal elements of various marine marsh communities; interaction of physical and biological factors will be emphasized; structured to provide field experience in addition to lecture material; trips will be scheduled to acquaint students with regional examples of marsh types.
- 427G. Marine Technical Methods I (2).** Prerequisite: Graduate standing in biology. Introduction to instruments and procedures normally utilized aboard a marine research vessel; includes physical, biological, chemical, and geological parameter measurements and sample collections; basic positioning and communication procedures included.
- 428G. Marine Technical Methods II (2).** Prerequisite: Graduate standing in biology. Introduction to the laboratory methodology associated with the usual chemical parameters of nutrient analysis; laboratory approach will be pursued; shipboard and other specific skills will be developed.
- 460G. Dolphins and Whales (2).** Designed to enable students to make rapid, accurate, and thoughtful use of a customized reference file and laboratory and field notes to respond to questions about the classification, anatomy, and ecology of marine mammals; lecture and laboratory.
- 461G. Marine Behavioral Ecology (4).** Examines how animal behavior is influenced by and interacts with its environment, and the ecological and evolutionary significance of these behaviors in a marine setting; lectures, laboratory, and field exercises (some overnight).
- 462G. Marine Protozoology (3).** Study of the major groups of protists from a variety of marine habitats including their taxonomy, structure, ecology of methods of identification; lectures, laboratory, and field trips.
- 463G. Marine Fish Diseases (3).** Introduction to marine animal diseases, specifically finfish and shellfish; practical microbiological techniques for isolation and identification of diseases; lecture, laboratory, and field trips.
- 464G. Introduction to Neurobiology (5).** Introduction to the neuroanatomy and neurophysiology of marine invertebrates and vertebrates; Neuroism computer package used to help illustrate the basic principles and to allow a detailed exploration of neurophysiology and neural networks; lecture and laboratory.
- 486G. Marine Vertebrate Zoology (4).** Prerequisite: Graduate standing in biology. Study of marine fish, reptiles, and mammals, with a comprehensive treatment of their systematics, zoogeography, and ecology; lectures will encompass subject matter on a non-regional basis; field and laboratory work will stress the vertebrate fauna of the northern Gulf of Mexico; students will have the opportunity to assemble a collection of vertebrate species.
- 487G. Marine Invertebrate Zoology (4).** Prerequisite: Graduate standing in biology. Examination of the systematics, ecology, physiology, and phylogenetic relationships of locally occurring marine invertebrate taxa; lecture, laboratory, and field work required; students have an opportunity to acquire collections of local fauna.

501. **Field Marine Science - Florida (2).** Prerequisite: MBY 309. This course will consist of a 10-day field exercise in representative tropical sites in the southeastern Gulf of Mexico. Lecture, field exercises, research exercises.
502. **Field Marine Science - Maine (2).** Prerequisite: MBY 309. Consists of a 12-day field exercise in coastal Maine with emphasis on rocky intertidal, kelp bed and eelgrass habitats; lecture, field exercises, research exercises.
505. **Fisheries Techniques (3).** Prerequisite: An ichthyology course or MBY 486 or an introductory course in fisheries; introductory statistics recommended. Detailed, semi-quantitative to current biological and technological methodologies for studying fishes and aquatic habitats, with an emphasis on study design and integration across sub-disciplines.
515. **Marine Resource Management (2).** Designed to acquaint students to the management of marine resources, development of legislation, evolution of policy, legal processes, and impacts on human resources; lecture and discussion sessions.
530. **Marine Microbial Ecology (3).** General survey of the types of micro-organisms found in the marine environment; emphasis will be on the interaction of micro-organisms with each other and with their environment; lecture and discussion sessions.
540. **Marine Biology for Teachers (6).** Prerequisites: One year of general biology and graduate standing in biology. General survey of marine plants, invertebrates, and vertebrates, the communities they form and the physical and chemical factors which influence their lives; second component will cover materials and methods of instruction on marine topics.
542. **Marine Plankton (3).** Prerequisite: MBY 566. Familiarizes students with the taxonomic breadth of phytoplankton, bacterioplankton, and zooplankton in estuaries, coastal seas, and open oceans; lecture and discussion sessions.
554. **Marine Biogeography and Paleobiology (3).** Prerequisite: BY 332 or MBY 411. Broad overview of the time course of evolutionary changes in the structure and function of marine ecosystems, and will consider the interacting roles of both historical and current factors as they influence the distribution and abundance of marine organisms; lecture and discussion sessions.
555. **Marine Biogeochemical Processes (2).** Prerequisites: Graduate standing in biology and a background that includes inorganic and organic chemistry, geology, marine ecology or oceanography. Interaction between biological, chemical, and geological processes in the marine environment; examination of the cycling of major elements, how these cycles differ between different marine ecosystems and how these processes serve to regulate ecosystem functioning.
558. **Advanced Marine Ecology (2).** Prerequisites: BY 332 and MBY 411. Study of the understanding of ecological processes with an emphasis on the mechanisms that control the distribution of plants and animals at scales ranging from the individual to the ecosystem; lecture and discussion sessions.
559. **Benthic Ecology (2).** Prerequisite: BY 332 or MBY 411G. Evolutionary history and the ecology of marine benthic communities from the earliest fossils to the present; topics include predation, competition, adult/larval interactions, dispersal mechanisms, productivity, materials cycling, and the relative importance of grazing and detritus in different ecosystems.
564. **Marine Zoogeography (4).** Prerequisite: 12 semester hours of biology. Study of physical, chemical, and biological factors influencing distribution of marine organisms; importance of continents; open oceans, and species competition on animal distribution; special attention to zoogeographical patterns in the Gulf of Mexico, western North Atlantic, and Caribbean regions.

- 566. Biological Oceanography (3).** Focuses on patterns and processes that are of consequence to the interaction of organisms and the sea and encompasses both pelagic and benthic environments; lecture, laboratory, and discussions.
- 567. Fisheries Oceanography (2).** Examination of the relationships between fish and life history, recruitment dynamics and harvest potential, and local-, meso-, and global-scale oceanographic processes; lecture and discussion sessions.
- 572. Coastal Ecosystems Dynamics (2).** Prerequisite: MBY 566 recommended. Investigation of the basic principles of ecosystem structure and function; course divided into two parts: an instructional phase of learning basics of ecosystem modeling, and a student-led investigation of the structure and function of a variety of coastal ecosystems.
- 591. Directed Research (2).** Prerequisites: Special arrangement and permission of the instructor. Research in any subject areas of marine science currently offered at the Sea Lab.

BUSINESS ADMINISTRATION

The School of Business and Industry offers courses leading to the Master of Business Administration (MBA). It also offers an area of concentration in administrative management within the Master of Public Administration (MPA) degree program (please refer to the Public Administration section of this bulletin for admission and program requirements for the MPA program).

The school is accredited by AACSB International - Association to Advance Collegiate Schools of Business.

The mission of the School of Business and Industry is to educate a diverse undergraduate and graduate student body for successful employment and professional careers in a competitive global environment, to be productive and ethical citizens, and to be prepared for advanced studies, as well as lifelong learning.

Research opportunities are available to graduate students under the supervision of the school's faculty members. Real-world case studies are available through the school's Small Business Development Center and internships enable students to acquire on-the-job work experience.

APPLICATION MATERIALS REQUIRED FOR THE MBA DEGREE

Deadline dates for application and receipt of all required application materials for the MBA degree are: November 1 for spring semester admission, April 1 for summer terms admission, and July 1 for fall semester admission. Applicants for the MBA must submit the following documentation to Graduate Admissions, Jacksonville State University, 700 Pelham Road North, Jacksonville, Alabama 36265-1602, to be considered for admission:

1. Completed JSU Graduate Application for Admission (available online at www.jsu.edu/graduate/admission/grad_app.html).
2. Non-refundable \$35.00 application processing fee.
3. A letter of application setting forth career goals.
4. A professional resume including education, employment, and community activity involvement.
5. Official transcripts(s) from all colleges/universities with degrees posted. (Students who have previously attended JSU do not need to request a transcript from the University.)
6. Three Graduate Reference Forms completed by individuals who can provide qualitative assessment of the applicant's potential for success in graduate course work and citing potential professional leadership ability. Reference forms will be submitted electronically. Instructions for submission will be sent through email to the applicant upon submission of the online graduate application.
7. Official test scores on the GMAT. The GMAT must be taken within the five year time frame immediately preceding enrollment. Note: A minimum acceptable GMAT score of 400 is required (in addition to the required formula score: $200 \times \text{undergraduate GPA} + \text{GMAT}$ is greater than or equal to 950).

Information regarding application for this test may be obtained by contacting the organization below:

Graduate Management Admission Test
Educational Testing Service

P.O. Box 6103
Princeton, NJ 08541-6103
Telephone: 1-800-GMAT-NOW or 609-771-7330
Website: www.mba.com
Email: gmtat@ets.org

8. If English is not the applicant's native language, the applicant is required to submit an official TOEFL score report, an IELTS score report, or a PTE score report (please refer to page 25 of this bulletin).
9. Students entering graduate courses must have a working knowledge of Microsoft Office, to include: Word, Excel, and PowerPoint.

Transfer Credit

Transfer credits are accepted from AACSB International accredited schools only.

No transfer credit(s) will be accepted once students are enrolled in the MBA program, except in cases of extreme hardship to be determined by the MBA Director and the Director of Graduate Studies.

ADMISSION REQUIREMENTS FOR THE MBA DEGREE

All students seeking admission to the MBA program must have completed the application process and been admitted to the program prior to enrolling in MBA classes. Admission to the program requires that all application materials be submitted to Graduate Studies, to include a GMAT score of at least 400 and a formula score ($200 \times \text{undergraduate GPA} + \text{GMAT}$) of at least 950. (See explanation for unconditional and conditional admission).

Deadlines for application will be as follows (all deadlines will be strictly adhered to):

Fall Admission – Deadline for application is July 1st.

Spring Admission – Deadline for application is November 1st.

Summer Admission – Deadline for application is April 1st.

Students receiving undergraduate degrees from institutions not accredited by a United States regional accrediting association must meet unconditional admission requirements. The GMAT must be taken within the five year time frame immediately preceding enrollment.

Applicants must meet one of the following admission formula requirements. For purposes of computing the undergraduate GPA, a 4.00 grade-point scale is used. The plus (+) and minus (-) grades from undergraduate transcripts are not used in calculating the GPA.

Unconditional Admission

To obtain unconditional admission into the MBA program, students must meet one of the following formula requirements:

200 times the undergraduate GPA on the initial under-graduate degree plus the GMAT score is equal to or greater than a total of 950 points.

As a requirement for admission, a minimum acceptable GMAT score of 400 is required. This is in addition to the current formula score.

OR

200 times the undergraduate GPA on the last 64 hours attempted toward completion of the initial undergraduate degree plus the GMAT score is equal to or greater than a total of 1000 points.

As a requirement for admission, a minimum acceptable GMAT score of 400 is required. This is in addition to the current formula score.

Conditional Admission

Any applicant failing to meet the requirements for unconditional admission, as defined above, may be considered for conditional admission if the student meets one of the following formula requirements:

200 times the GPA on the initial undergraduate degree plus the GMAT score is equal to or greater than a total of 850 points;

OR

200 times the GPA on the last 64 hours attempted toward the completion of the initial undergraduate degree plus the GMAT score is equal to or greater than a total of 900 points.

As a requirement for conditional admission, a minimum acceptable GMAT score of 400 is also required. This is in addition to the current conditional formula score as indicated above.

Students who are granted conditional admission must achieve a GPA of at least 3.00 on the first 12 graduate hours attempted within the time frame specified in the student's admissions letter. Failure to comply will result in the student being dropped from the program.

All applications will be reviewed by a graduate committee composed of members of the graduate faculty within the School of Business and Industry and the MBA Director. The graduate committee will submit to the Director of Graduate Studies its recommendation on the conditional admission of each applicant. The Director of Graduate Studies, in conjunction with the MBA Director, will make the final decision on the conditional admission of the student.

MINIMUM REQUIREMENTS FOR THE MBA DEGREE

The MBA degree consists of 30 semester hours of graduate business courses for the general concentration program or 33 semester hours of graduate business courses for the accounting concentration program. Students without adequate undergraduate preparation will be required to take up to 24 semester hours of foundation courses for a total of 54 semester hours for the general concentration program and 57 or more semester hours for the accounting concentration program.

FOUNDATION COURSES:

Credit for foundation course work may be given for courses already completed as part of a baccalaureate degree. Students without adequate undergraduate preparation are required to complete the 24 semester hours of foundation business and economics courses listed below. The MBA Director will evaluate each student's undergraduate course work to determine which foundation courses are required prior to the student taking MBA courses. The graduate GPA is computed on all graduate hours attempted. Although grades achieved on undergraduate foundation courses will not be included in the computation of

the graduate GPA, a student must earn a grade of “B” or above in each of these specified, required courses if they are taken after the completion of the baccalaureate degree.

MGT 504	Business Organization and Administration (3)
BA 500	Statistics and Quantitative Methods (3)
ACC 200	Principles of Financial Accounting (3)
EC 222	Principles of Macroeconomics (3)
FIN 301	Business Finance (3)
FIN 292	Legal and Social Environment (3)
CBA 390	Operations Management (3)
MKT 301	Principles of Marketing (3)

Students who have adequate undergraduate preparation or who have satisfied the foundation requirements may enroll in MBA courses, given that all individual course prerequisites are met. Students without adequate preparation will only be allowed to take courses in fields of study in which the prerequisite course work has been completed.

Individuals who do not have a baccalaureate degree in a business field, but who have at least three years of prior mid-level management experience in an approved managerial position(s) may request that a portion of the foundation course work be waived. Students must document their managerial experience(s) and approval must be granted by the graduate committee of The School of Business and Industry. Students in this category must complete a total of 18 hours of the foundation course work, including BA 500, EC 222, ACC 200, and FIN 301. The remaining six hours to be taken will be based on an evaluation by the MBA Director. For more information, contact the MBA Director, 110 Merrill Hall, phone 256-782-5778.

After completion of foundation course work, students may select either the general MBA or the MBA with an accounting concentration. The general MBA is a total of 30 semester hours; the MBA with an accounting concentration is a total of 33 semester hours.

**MASTER OF BUSINESS ADMINISTRATION
MAJOR: BUSINESS ADMINISTRATION
CONCENTRATION: ACCOUNTING**

Required Courses (24 semester hours):

ACC 512	Accounting Information Analysis (3)
BA 545	Quantitative Methods for Business Decisions (3)
BA 587	Business Policy and Strategy (3)
BA 590	International Business (3)
EC 515	Managerial Economics (3)
FIN 515	Financial Management (3)
MGT 537	Business Leadership (3)
MKT 513	Marketing Administration (3)

Electives (9 semester hours):

(Electives may be selected from courses numbered 400G and above from among any of the approved accounting courses listed in the course description section on the following pages of this bulletin.)

33 Graduate Semester Hours Required for this MBA Program

**MASTER OF BUSINESS ADMINISTRATION
MAJOR: BUSINESS ADMINISTRATION
CONCENTRATION: GENERAL**

Required Courses (24 semester hours):

ACC 512	Accounting Information Analysis (3)
BA 545	Quantitative Methods for Business Decisions (3)
BA 587	Business Policy and Strategy (3)
BA 590	International Business (3)
EC 515	Managerial Economics (3)
FIN 515	Financial Management (3)
MGT 537	Business Leadership (3)
MKT 513	Marketing Administration (3)

Electives (6 semester hours):

(Electives may be selected from courses numbered 400G and above from among any of the approved School of Business and Industry courses listed in the course description section on the following pages of this bulletin.)

30 Graduate Semester Hours Required for this MBA Program

ACCOUNTING COURSES (ACC)

(Students who select the accounting concentration may be required to take additional undergraduate accounting courses to satisfy specific course prerequisites.)

- 410G. Financial Accounting III (3).** Prerequisite: ACC 310 with a minimum grade of "C." A detailed study of business expansion including combinations and international operations, and an overview of partnership accounting.
- 476G. Advanced Income Tax Accounting (3).** Prerequisite: ACC 372. Advanced federal income tax topics including property transactions and international taxation issues. The course also focuses on the taxation of corporations, S corporations, and partnerships. Limited coverage is provided on the taxation of trusts and estates as well as the alternative minimum tax. Understanding the implementation of the current regulations as well as tax planning strategies are discussed. (Fall.)
- 490G. Advanced Auditing (3).** Prerequisite: ACC 477. The practical application of auditing concepts and standards. An understanding of auditing principles is reinforced and explained by exposure to problems and cases. (Spring.)
- 497G. Seminar in Accounting (3).** Prerequisites: ACC 512 and ACC 490G. Examines critical accounting topics through intensive review of current literature and pronouncements. Assesses student's ability to effectively communicate accounting information.
- 512. Accounting Information Analysis (3).** Prerequisite: ACC 200 or equivalent. Analysis and use of accounting data as a tool for managerial decision making; analysis of financial reporting, cost behavior, budgeting, and decision making.
- 589. Internship in Accounting (3).** Prerequisites: Permission of the instructor and approval of the MBA Director. (Grade of Pass or Fail only.) Provides the graduate student with practical experience in the field of accounting via a "real-world" work experience arrangement with an accounting firm.
- 598. Independent Research (3).** Prerequisite: Completion of 18 semester hours of graduate courses including a three semester hour quantitative course. Permission of the instructor and approval of the MBA Director. In-depth study of selected topic(s).

BUSINESS ADMINISTRATION COURSES (BA)

- 500. Statistics and Quantitative Methods (3).** Quantitative methods and statistics as applied to business and economics; topics include optimization, descriptive statistics, probability theory, sampling and statistical inference, hypothesis testing, regression and correlation analysis, and analysis of variance. (cannot be used for MBA credit.)
- 501. Organizational Communication (3).** Focuses on prevalent communication skills in complex organizations; students participate in a variety of communication-related activities including questionnaire design, developing presentation materials, presentational speaking, and researching and writing an effective business report; topics include organizational communication, nonverbal communication, and communication technology.
- 545. Quantitative Methods for Business Decision Making (3).** Prerequisite: BA 500 or equivalent. May not be taken for credit if student has completed BA 540. Focuses on quantitative decision-making methodology for contemporary business managers, including such topics as decision-making under certainty, linear programming, queuing models, simulation, inventory modes, PERT, and decision support system.

- 587. Business Policy & Strategy (3).** Prerequisites: At least 18 hours of MBA course work including ACC 512, FIN 515, and MKT 513. Prerequisite or corequisite: EC 515. Integrative study of strategic decision-making and policy formulation; extensive reading and case analysis. BA 587 must be taken at JSU.
- 590. International Business (3).** Provides an integrated treatment of theory and applications relative to international business and the U.S. Includes the impact of cultural, legal, and environmental issues on business; understanding foreign exchange markets, foreign direct investment, and entry modes into developing markets; and analyzes international markets as prospective locations. Presents the world from diverse perspectives, including those of small and midsize international companies and developing country multinationals. Investigates motives and needs of global competitors, customers, and partners.

ECONOMICS COURSES (EC)

- 485G. Field Experiences (3).** Field trip to New York City to study important New York business and economic sites, such as the New York Stock Exchange, the Federal Reserve, the Fulton Fish Market, a large international bank, an advertising agency, a bond advisory company, and other tours relevant to economics. Summer only.
- 515. Managerial Economics (3).** Prerequisite: EC 222. Advanced study of microeconomic principles, with analysis applied to actual business management situations.
- 589. Internship in Economics (3).** (Grade of Pass or Fail only.) Prerequisites: Permission of the instructor and approval of the MBA Director. Provides the graduate student with practical experience in the field of economics via a “real-world” work experience arrangement.
- 598. Independent Research (3).** Prerequisite: Completion of 18 semester hours of graduate courses including a three-semester hour quantitative course. Permission of the instructor and approval of the MBA Director. In-depth study of selected topic(s).

FINANCE COURSES (FIN)

- 410G. Wills, Estates, and Trusts (3).** Basic legal and financial principles and practices involved in planning and administration of wills, estates, and trusts.
- 474G. Investments (3).** Prerequisite: FIN 301 or equivalent. Investment principles and practices; emphasis on security analysis, portfolio management, and the individual investor.
- 515. Financial Management (3).** Prerequisite: FIN 301. Study of financial decision concepts for maximizing value of the firm involving the financing, investment, and dividend decisions.
- 562. Seminar in Finance (3).** Prerequisites: Nine semester hours of advanced finance graduate courses or permission of the instructor. Intensive examination of critical issues and topics in finance.
- 589. Internship in Finance (3).** (Grade of Pass or Fail only.) Prerequisites: Permission of the instructor and approval of the MBA Director. Provides the graduate student with practical experience in the field of finance via a “real-world” work experience arrangement.
- 590. International Finance (3).** Prerequisite: FIN 515 or equivalent. Integrated treatment of theory and application relative to U.S. and international financial activities including financial institutions, trade agreements, economic policies, investment action, and multinational enterprise.

598. **Independent Research (3).** Prerequisites: Completion of 18 semester hours of graduate courses including a three-semester hour quantitative course. Permission of the instructor and approval of the MBA Director. In-depth study of selected topic(s).

MANAGEMENT COURSES (MGT)

504. **Business Organization and Administration (3).** Accelerated course in management concepts, functions, and practices; consideration of structural and behavioral aspects of organization and management. (cannot be used for MBA credit.)
522. **Human Resources Seminar (3).** Prerequisite: MGT 504 or the equivalent. Industrial personnel and manpower management including personnel selection and placement, manpower planning, development and appraisal, and the role of human resource management.
530. **Contemporary Issues in Management (3).** Prerequisite: MGT 504 or the equivalent. Investigation of current literature and practices in the field of management. A seminar course that includes lecture, discussion, and supervised student research into assigned topics.
537. **Business Leadership (3).** Prerequisite: MGT 504 or equivalent. Focuses on leadership as a strategic tool as well as an individual competence; i.e. what leadership means, is, and does. Examines critical strategic functions encountered at both the organizational and individual levels.
589. **Internship in Management (3).** (Grade of Pass or Fail only.) Prerequisites: Permission of the instructor and approval of the MBA Director. Provides the graduate student with practical experience in the field of management via a “real-world” work experience arrangement.
598. **Independent Research (3).** Prerequisite: Completion of 18 semester hours of graduate courses including a three-semester hour quantitative course. In-depth study of selected topic(s). Permission of the instructor and approval of the MBA Director.

MARKETING COURSES (MKT)

513. **Marketing Administration (3).** Prerequisite: MKT 301 or equivalent and ACC 512. Executive level analysis of marketing strategies involved in market segmentation, pricing, promotion, product development, and distribution channels.
530. **Contemporary Issues in Marketing (3).** Prerequisite: MKT 513. Investigation of current literature, problems, and changes/opportunities taking place in the field of marketing; seminar course that includes lecture, discussion, and supervised student research into assigned topics.
589. **Internship in Marketing (3).** (Grade of Pass or Fail only.) Prerequisites: Permission of the instructor and approval of the MBA Director. Provides the graduate student with practical experience in the field of marketing via a “real-world” work experience arrangement.
590. **International Marketing (3).** Prerequisite: MKT 513. Impact of cultural differences on target markets and marketing strategy examination; trade barriers and methods of entry considered; course depends heavily on case writing and presentation.
598. **Independent Research (3).** Prerequisites: Completion of 18 semester hours of graduate courses including a three-semester hour quantitative course. Permission of the instructor and approval of the MBA Director. In-depth study of selected topic(s).

CHEMISTRY

The Department of Chemistry and Geosciences offers supporting courses for the MA with a major in liberal studies. For students majoring in secondary education with a teaching field in general science, supporting courses are offered for the MSE and EdS degrees. A graduate degree program is not offered in chemistry.

CHEMISTRY COURSES (CY)

- 430G. Environmental Chemistry (5).** Prerequisites: CY 232 and 321. Introductions to water, air, and soil quality and their measurements; problems, regulations, treatment, and ultimate disposal of hazardous and toxic waste materials; spill clean-up, groundwater transport, land disposal, incineration and treatment technologies discussed.
- 471G. Toxicological Chemistry (3).** Prerequisite: CY 232. Study of the principles of toxicology including identification of, characterization of, and risk from environmental exposures to toxic substances.
- 500. Chemistry for Teachers (3)(3)(3).** Designed for teachers, this course will reinforce and extend basic concepts in chemistry covered in the Science Course of Study. (May be used in the general science teaching field with a major in secondary education.) May be repeated up to three times.

COMPUTER SYSTEMS AND SOFTWARE DESIGN

The Department of Mathematical, Computing, and Information Sciences offers the Master of Science (MS) with a major in computer systems and software design with two concentrations.

APPLICATION MATERIALS REQUIRED FOR THE MS WITH A MAJOR IN COMPUTER SYSTEMS AND SOFTWARE DESIGN

Deadline dates for application and receipt of all required application materials for the MS in Computer Systems and Software Design (CSSD) degree are shown below:

Fall semester admission – Application due date is July 1

Spring semester admission – Application due date is November 1

Applicants for the MS in CSSD must submit the following documentation to Graduate Admissions, Jacksonville State University, 700 Pelham Road North, Jacksonville, Alabama 36265-1602, to be considered for admission:

1. Completed JSU Graduate Application for Admission (available online at www.jsu.edu/graduate/admission/grad_app.html).
2. Non-refundable \$35.00 application processing fee.
3. Official transcripts from all colleges/universities with degrees posted. (Students who have previously attended JSU do not need to request a transcript from the university).
4. Official tests scores on the GMAT or the General Test of the GRE (please refer to pages 17-18). The GRE or GMAT must have been taken within five years of enrollment.
5. Three Graduate Reference Forms completed by individuals who can provide qualitative assessment of the applicant's potential for success in graduate course work. Reference forms will be submitted electronically. Instructions for submission will be sent through email to the applicant upon submission of the online graduate application.
6. If English is not the applicant's native language, the applicant is required to submit an official TOEFL score report or an IELTS score report (please refer to page 25 of this bulletin).

ADMISSION REQUIREMENTS FOR THE MS WITH A MAJOR IN COMPUTER SYSTEMS AND SOFTWARE DESIGN

Students receiving undergraduate degrees from institutions not accredited by a United States regional accrediting association must meet unconditional admission requirements.

Applicants must meet one of the following formula requirements. For purposes of computing the undergraduate GPA, a 4.00 grade-point scale is used. The plus (+) and minus (-) grades from undergraduate transcripts are not used in calculating the GPA. Please use the following concordance tables when figuring your formula. GRE Verbal and Quantitative Concordance Tables

http://www.ets.org/s/gre/pdf/concordance_information.pdf; MAT Scaled Score Conversions <http://www.csustan.edu/advstd/mat.html>.

Unconditional Admission

200 times the undergraduate GPA on the initial undergraduate degree plus the GMAT score is equal to or greater than a total of 950 points;

OR

450 times the undergraduate GPA on the initial undergraduate degree plus the total score of verbal and quantitative measures of the General Test of the GRE is equal to or greater than a total of 2100 points;

OR

200 times the undergraduate GPA on the **last 64 hours attempted** toward completion of the initial undergraduate degree plus the GMAT score is equal to or greater than a total of 1000 points;

OR

450 times the undergraduate GPA on the **last 64 hours attempted** toward completion of the initial undergraduate degree plus the total score of verbal and quantitative measures of the General Test of the GRE is equal to or greater than a total of 2450 points.

Conditional Admission

Any applicant failing to meet the requirements for unconditional admission, as defined above, will receive a letter to that effect from the Director of Graduate Studies. Under exceptional circumstances, consideration for conditional admission may be given to a student meeting one of the following formula requirements:

200 times the GPA on the initial undergraduate degree plus the GMAT score is equal to or greater than a total of 850 points;

OR

450 times the undergraduate GPA on the initial undergraduate degree plus the total score of verbal and quantitative measures of the General Test of the GRE is equal to or greater than a total of 1700 points;

OR

200 times the GPA on the **last 64 hours attempted** toward completion of the initial undergraduate degree plus the GMAT score is equal to or greater than a total of 900 points;

OR

450 times the undergraduate GPA on the **last 64 hours attempted** toward completion of the initial undergraduate degree plus the total score of verbal and quantitative measures of the General Test of the GRE is equal to or greater than a total of 1850 points.

Applicants who are granted conditional admission must achieve a GPA of at least 3.00 on the first 12 graduate hours attempted within the time frame specified by the graduate faculty and indicated in writing to the student. Failure to comply will result in the student being dropped from the program.

In addition to meeting the general admission requirements of Graduate Studies, applicants for the MS in CSSD must meet at minimum one of the following two requirements to be considered for admission:

1. Have completed the equivalent of an undergraduate degree with a major in computer science, software engineering, or information systems as determined by the graduate computer science faculty.
2. Applicants with degrees in related fields with three to five years' experience in systems and software design may be considered. These applicants should have the equivalent of a minor in computer science including courses equivalent to Software Engineering I (CS 310), Software Engineering II (CS 491), Operating Systems (CS 350), Database Systems (CS 488), either Calculus and Its Applications (MS 120) or Calculus I (MS 125), and demonstrated proficiency in procedural or object-oriented programming language. Any applicant who is deficient in any of the areas listed above may be either denied admission or conditionally admitted provided they take and pass with a "B" grade or above additional courses specified by the department at the undergraduate level before a specified deadline. The decision as to which action will be taken is at the discretion of the Director of Graduate Studies based upon a recommendation by the graduate faculty in the program.

All applications will be reviewed by the graduate faculty in the program. The faculty will submit to the Director of Graduate Studies its recommendation on the admission of each applicant. The Director of Graduate Studies will make the final decision on the admission of the student.

MINIMUM REQUIREMENTS FOR THE MS WITH A MAJOR IN COMPUTER SYSTEMS AND SOFTWARE DESIGN

Studio Option:

A total of 30 semester hours in graduate computer science courses is required. There is a core of 15 graduate semester hours required for all concentrations. In addition to the core, students must take a concentration-specific Studio Component consisting of six semester hours. The remaining nine semester hours consist of a concentration-specific course and/or electives per the requirements for each concentration.

Students accepted into the MS in CSSD with the studio option must complete a six-hour studio component through which an exposition paper will be generated. The student must meet with a graduate faculty who will select an Advisory Committee to supervise the studio component of the program. The advisor and committee are responsible for determining successful completion of the studio component of the program by evaluation of the exposition paper and the student's presentation of same.

Non-Studio Option:

A total of 33 semester hours in graduate computer science courses is required. There is a core of 15 graduate semester hours required for all concentrations. In addition to the core, students must take 18 graduate credit hours of a concentration-related course and/or elective per the requirements for each concentration.

Students accepted into the MS in CSSD with the Non-Studio option will need to pass a comprehensive oral exam covering core course contents. The evaluation of the comprehensive oral exam will be determined by no fewer than three members of the departmental curriculum committee.

For both options, the presentation or comprehensive oral exam may be done using technology from a distance. Time will be allotted after all presentations for the faculty present to ask questions of the student.

Students must select and complete the requirements for one of the following two concentrations:

General Concentration (30 graduate semester hours for studio option/33 graduate semester hours for non-studio option):

All courses listed in Table 1 (15 hours)

Studio Option: Both courses in Table 3 and three courses from Table 2 (15 hours)

Non-Studio Option: Six additional courses from Table 2 (18 hours)

Information Security and Assurance (ISA) Concentration (30 graduate semester hours for studio option/33 graduate semester hours for non-studio option):

All courses listed in Table 1, along with CS 545, Advanced Computer Networking.

Studio Option: Both courses in Table 3 (topic in SA) and two courses from Table 2 (12 hours)

Non-Studio Option: Select three from the following courses related to ISA: EM 505, CS 525, CS 530, CS 530, CS 565 along with two additional courses from Table 2) (15 hours)

MS WITH A MAJOR IN COMPUTER SYSTEMS AND SOFTWARE DESIGN

Table 1. Required Core Courses (15 credit hours)

CS 501 Database Management Systems (3)
CS 521 Applied Software Engineering I (3)
CS 523 Applied Software Engineering II (3)
CS 550 Distributed Computing Systems (3)
CS 570 Advanced Computer Security (3)

Table 2. Electives

CS 502 Research Methods and System Evaluation (3)
CS 525 Advanced Web Application Development Using Web Services (3)
CS 530 Human-Computer Interaction (3)
CS 536 Computational Intelligence (3)
CS 538 Business Intelligence and Data Mining (3)
CS 540 Bioinformatics Algorithms (3)
CS 541 Digital Media: Theory and Processing
CS 544 Applied Artificial Intelligence (3)
CS 546 Advanced Management of Information Systems (3)
CS 547 Wireless Networking and Security (3)
CS 565 Embedded & Real Time Software Development (3)
CS 591 Special Topics in Computer Science (3)

Table 3. Studio Option (30 hours)

CS 595 Studio Component (3)
CS 596 Studio Component (3)

Non-Studio Option (33 hours)

COMPUTER SCIENCE COURSES (CS)

- 501. Database Management Systems (3).** Prerequisite: Admission to the MS in CSSD program or permission of instructor. Information as corporate resource, data modeling, database design, implementation strategies and administration; security, information centers, decision support systems, person computer environment; teams of students will design and implement a relational database application.
- 502. Research Methods and System Evaluation (3).** Prerequisite: Undergraduate of graduate statistics course. Introduction to the research techniques and methodologies used to evaluate systems such as control systems, computer systems, security systems, and information systems. Topics include methodological foundations, qualitative research methods, and quantitative research methods.
- 521. Applied Software Engineering I (3).** Prerequisite: Admission to the MS in CSSD program or permission of instructor. Focuses specifically on methods that guide software engineers from requirements to code; provides broad understanding of current methods, and specific skills in using these methods.
- 523. Applied Software Engineering II (3).** Prerequisite: MSSD major or permission of instructor. Provides knowledge and skills necessary to lead a project team, understand the relationship of software development to overall product engineering, and understand the software process.
- 525. Advanced Web Application Development Using Web Services (3).** Prerequisite: Admission to the MS in CSSD program or permission of instructor. Utilization of various technologies and tools for developing Web applications using Web Services, emphasizing organizational issues, challenges, and security concerns related to the effective deployment of those applications. Students will evaluate real-world applications of Web services as well as the unique decision-making framework involved with their adoption while employing those lessons learned in practical solutions.
- 530. Human-Computer Interaction (3).** Prerequisite: Admission to the MS in CSSD program or permission of instructor. Human-computer interface, human performance, diversity, and mental models, interaction devices, dialog and interface styles, documentation, and usability testing.
- 536. Computational Intelligence (3).** Prerequisite: Admission to the MS in CSSD program or permission of instructor. Introducing concepts, models, algorithms, and tools for development of intelligent systems. Example topics include artificial neural networks, genetic algorithms, fuzzy systems, swarm intelligence, ant colony optimization, artificial life, and hybridizations of the above techniques. Additional focus will be placed on research methodologies and preparing research papers and reports.
- 538. Business Intelligence and Data Mining (3).** Prerequisite: Undergraduate or graduate statistics course. Introduction to business intelligence and data mining methodologies and tools that enable users to analyze new patterns/relationships and develop insight for decision making. This course provides students thorough conceptual framework, discussion, and hands-on experience in business intelligence and data mining. Techniques that the course covers include, but are not limited to, linear modeling, decision trees, association rules, classification rules, clustering & visualization, and text mining methodologies. Topics covered will include business intelligence, data mining methods, predictive analysis, information quality, and a term project that applies the skills learned.

- 540. Bioinformatics Algorithms (3).** Prerequisites: Admission to the MS in CSSD program or permission of instructor. Provides fundamental background in bioinformatics for computer science or biological science students. Provides the principles that drive an algorithm's design. Covers various topics such as DNA and RNA structure, gene structure and control, protein structure, sequence alignment production, homologous sequences searches, phylogenetic trees structure and interpretation.
- 541. Digital Media: Theory and Processing (3).** Study of the fundamentals of image and video processing. This course will use a mathematical framework to describe and analyze images and videos as two- and three-dimensional signals in the spatial, spatio-temporal, and frequency domains. Techniques for image and video compression, morphological processing, segmentation, enhancement and recovery will be presented.
- 544. Applied Artificial Intelligence (3).** Prerequisite: Admission to the MS in CSSD program or permission of instructor. Survey of artificial intelligence emphasizing applications in business, industrial, and scientific system development; autonomous agents, data mining, pattern recognition, and machine vision.
- 546. Advanced Management of Information Systems (3).** Prerequisite: Admission to the MS in CSSD program or permission of instructor. In-depth study of the theories of information systems and their relationship to organization, decision-making and information management processes. Topics include information systems' impact, strategic uses of information systems, technology adoption, enterprise computing architectures and infrastructures, information security and assurance, IT policy compliance, knowledge management and performance measurement.
- 547. Wireless Networking and Security (3).** Prerequisite: MSSD major or permission of instructor. A study of advanced topics in computer networks with emphasis on wireless communications. Fundamentals of cellular communications, CDMA systems, wireless security, Wireless Application Protocols (WAP), Bluetooth, and new wireless technologies are also covered.
- 550. Distributed Computing Systems (3).** Prerequisite: Undergraduate Admission to the MS in CSSD program or permission of instructor. Design and analysis of distributed computing systems; system architecture; load balancing and scheduling; remote procedure calls and message passing; distributed operating systems and database systems.
- 565. Embedded and Real-Time Software Development (3).** Prerequisite: CS MSSD major or permission of the instructor. In-depth study of requirements or real-time and embedded software; examination of operating systems, languages, and devices that support these systems; real-time multimedia applications emphasized.
- 570. Advanced Computer Security (3).** Prerequisite: Admission to the MS in CSSD program or permission of instructor. Study of advanced network security architectures, models, benchmarks and metrics, cryptography, authentication and authorization protocols, secure application and systems development, federal regulations and compliance, and advanced security topics on intrusion detection, biometrics, web services, and data mining. Emphasis is on security professional certification.
- 591, 592. Special Topics in Computer Science (3) (3).** Prerequisites: Permission of the advisor and approval of the department head. Selected topics from current problems in computing; topics vary from semester to semester. May be taken twice for credit.

595, 596. Studio Component (3) (3). Prerequisites: Permission of the advisor and approval of department head. Provides students with a laboratory for direct application of concepts learned in course work; students will produce a variety of software products.

CRIMINAL JUSTICE

The Department of Criminal Justice offers courses leading to the Master of Science (MS) with a major in criminal justice and supporting courses for the MA with a major in liberal studies. The department also offers an area of concentration in criminal justice within the MPA degree program (please refer to the Public Administration section of this bulletin for application materials required, admission and program requirements).

APPLICATION MATERIALS REQUIRED FOR THE MS WITH A MAJOR IN CRIMINAL JUSTICE

Applicants for the MS with a major in criminal justice will be permitted to enroll for one semester of graduate course work (only after degree posted transcripts have been received) while completing all other general application procedure requirements.

Applicants for the MS with a major in criminal justice must submit the following documentation to Graduate Admissions, Jacksonville State University, 700 Pelham Road North, Jacksonville, Alabama 36265-1602, to be considered for admission:

1. Completed JSU Graduate Application for Admission (available online at www.jsu.edu/graduate/admission/grad_app.html).
2. Non-refundable \$35.00 application processing fee.
3. Official transcripts from all colleges/universities with degrees posted. (Students who have previously attended JSU do not need to request a transcript from the university.)
4. Official tests scores on the General Test of the GRE or the MAT (please refer to pages 17-18 of this bulletin).
5. Three Graduate Reference Forms completed by individuals who can provide qualitative assessment of the applicant's potential for success in graduate course work. Reference forms will be submitted electronically. Instructions for submission will be sent through email to the applicant upon submission of the online graduate application.
6. If English is not the applicant's native language, the applicant is required to submit an official TOEFL score report, an IELTS score report, or a PTE score report (please refer to page 25 of this bulletin).

ADMISSION REQUIREMENTS FOR THE MS WITH A MAJOR IN CRIMINAL JUSTICE

Applicants who meet the general admission requirements of Graduate Studies are eligible for admission to the MS with a major in criminal justice program. A particular undergraduate major is not specified for admission to this program.

Applicants must meet one of the following formula requirements. For purposes of computing the undergraduate GPA, a 4.00 grade-point scale is used. The plus (+) and minus (-) grades from undergraduate transcripts are not used in calculating the GPA.

Please use the following concordance tables when figuring your formula. GRE Verbal and Quantitative Concordance Tables

http://www.ets.org/s/gre/pdf/concordance_information.pdf; MAT Scaled Score Conversions <http://www.csustan.edu/advstd/mat.html>.

Unconditional Admission

450 times the undergraduate GPA plus the total score of verbal and quantitative sections of the General Test of the GRE is equal to or greater than a total of 1600 points;

OR

15 times the undergraduate GPA plus the MAT score is equal to or greater than a total of 60 points;

Conditional Admission

Any applicant failing to meet the requirements for unconditional admission may be conditionally admitted with the recommendation of the graduate faculty in the applicant's major and approval of the Director of Graduate Studies.

Applicants who are granted conditional admission must achieve a GPA of at least 3.00 on the first 12 graduate hours attempted within a twelve-month time frame. Failure to meet these conditions will result in the student being dropped from graduate studies.

**MINIMUM REQUIREMENTS FOR THE
MS WITH A MAJOR IN CRIMINAL JUSTICE****Non-Thesis Option**

Total of 30 graduate semester hours. The student must complete 24 hours in criminal justice courses, including 15 hours in required criminal justice courses and nine hours of criminal justice electives. The remaining six hours may be in criminal justice or in a related field approved in advance by the head of the Criminal Justice Department.

Thesis Option

Total of 30 graduate semester hours. The student must complete 24 hours in criminal justice courses, including 15 hours in required criminal justice courses, six hours of thesis, and a three hour criminal justice elective. The remaining six hours may be in criminal justice or in a related field approved in advance by the head of the Criminal Justice Department. See Thesis Options and Procedures on page 43 of this bulletin. The student must meet with Graduate Studies to receive an orientation to the thesis process and graduate forms that require completion when the student is prepared to register for the first three hours of thesis. The student must meet with Graduate Studies, within the first two weeks of the semester the student plans to defend the thesis and graduate. The office of Graduate Studies will review deadlines for submission of copies of the thesis to Graduate Studies and discuss other details relative to the completion of the thesis.

Required Criminal Justice Courses (15 semester hours):

CJ 500	Contemporary Criminal Justice Issues (3)
CJ 501	Applied Data Analysis for Criminal Justice (3)
CJ 502	Research Methods in Criminal Justice (3)
CJ 505	Criminal Justice Administration (3)
CJ 521	Criminological Theory (3)

CRIMINAL JUSTICE COURSES (CJ)

- 500. **Contemporary Criminal Justice Issues (3).** System-wide issues facing the criminal justice system and its various subsystems.
- 501. **Applied Data Analysis for Criminal Justice (3).** Emphasis on the analysis of original and secondary criminal justice data.
- 502. **Research Methods in Criminal Justice (3).** Social research methods and their application to administration of justice; and the role of social research in the analysis, interpretation, and clarification of problems in the criminal justice system. (CJ 502 is crosslisted with PSC 502 and only one course may be counted for credit.)
- 503. **Law Enforcement (3).** Trends in police procedures, problems and practices; and current issues in law enforcement.
- 504. **Comparative Criminal Justice (3).** Comparative study of the administration, organization, objectives, and principal functions of the U.S. criminal justice systems with those in selected foreign countries.
- 505. **Criminal Justice Administration (3).** Analysis of organizational features, functions, problems and issues confronting criminal justice setting managers and administrators.
- 506. **Juvenile Justice (3).** Assessment of policies and practices of agencies involved in processing juvenile offenders through the juvenile justice system.
- 507. **Legal Issues (3).** In-depth study of contemporary legal issues faced by criminal justice professionals with emphasis on constitutional problems and the judicial review of administrative decisions made by criminal justice organizations.
- 508. **Corrections (3).** Theory and practice of contemporary correctional systems, and current issues in corrections.
- 509. **Criminal Justice Planning and Evaluation (3).** A study of planning and evaluation as applied in criminal justice agencies for program development, and the preparation of grant proposals.
- 515. **Applied Ethics (3).** Application of ethical theories and systems to practical ethical problems and dilemmas encountered in criminal justice practices and professions.
- 516. **Forensic Investigation (3).** Provinces of the court and jury; burden of proof, probability and documentary and physical evidence; expert witness and preparation of scientific exhibits for court.
- 521. **Criminological Theory (3).** Analysis of historical and contemporary theories and analytical models of crime causation with emphasis on classical, positivist, social defense, and critical schools of thought.
- 523. **Victimology (3).** Comprehensive study of victimization including victim-precipitated crimes; analysis of contemporary victim-compensation and victim restitution programs.
- 525. **International Criminality and National Security (3).** International and transnational crime and terrorism and the problems they pose for the criminal justice system; prevention and control of terrorist activities and transnational crime.
- 526. **Special Topics in Criminal Justice (3).** An examination of contemporary issues in criminal and juvenile justice. Topics may vary. May be taken for a total of six credit hours.
- 527. **Criminal Behavior and Personality (3).** A study of the typologies of delinquent and criminal behavior from behavioral and psychological perspectives with particular focus on clinical behaviors frequently associated with delinquents and criminals.

- 528. Correctional Counseling (3).** The study and practical application of effective correctional counseling and treatment methodologies for youthful and adult offenders.
- 598. Directed Reading (3).** (Grade of Pass or Fail only.) Prerequisites: Permission of the instructor and approval of the Director of CJ Graduate Studies or department head. Selected topics appropriate to student's course of study as determined by faculty advisor. May be taken for a total of six credit hours.
- 599. Thesis (3) (3).** (Grade of Pass or Fail only) Prerequisite: Approval of Application for Thesis Option. See Thesis Options and Procedures on page 43 of this bulletin.

DRAMA

The Department of Drama offers supporting courses for the Master of Arts with a major in liberal studies. For students majoring in secondary education with a teaching field in English language arts, supporting courses are offered for the MSE and EdS degrees. A graduate degree program is not offered in drama.

DRAMA COURSES (DR)

- 560. **Dramatic Literature Projects (3).** Individually designed and supervised projects combining research and practical work in the specific areas of theatrical endeavor.
- 581. **Directed Studies (3).** Independent research in areas of drama: literature, directing, acting, design, and education. May be repeated once.

EDUCATION

The Alabama State Department of Education has established the following changes regarding admission and completion of teacher preparation programs:

For all Alternative Class A Programs (Teacher Certification Programs):

2.50 overall undergrad GPA required for admission PRIOR to August 26, 2015.

2.75 overall undergrad GPA required for admission AFTER August 26, 2015.

If applicable, a 3.00 overall GPA on a previous master's degree required for admission AFTER August 26, 2015.

For all Class A (Master's Level) Teacher Certification Programs:

3.00 overall GPA required for COMPLETION before July 1, 2017.

3.25 overall GPA required for COMPLETION July 1, 2017, and thereafter.

For all Class AA (EdS Level) Teacher Certification Programs:

3.25 overall GPA required for COMPLETION before July 1, 2017.

3.50 overall GPA required for COMPLETION July 1, 2017, and thereafter.

EDUCATION

Graduate degrees and teacher certification programs in education available at JSU are shown in the following table:

		Degree		Alabama Certification	
		MSE	EdS	A	AA
Major	Teaching/Instructional Support Field				
Special Education Collab Teacher (K-6) (6-12)		X		X	
Counselor Education	School Counseling	Xa	X	X	X
(P-12 traditional certification admission option and non-certification CACREP option)					
Counselor Education	Clinical Mental Health Counseling	X (MS)	X		
Early Childhood Educ (P-3)		X		X	
Early Childhood Special Education (P-3)		X		X	
Elementary Education (K-6)		X		X	
Instructional Leadership (P-12)		X	X	X	X
Instructional Technology		X (MS)			
Library Media (P-12)		X	X	X	X
Music Education (P-12)	Instrumental	Xb		X	
	Vocal-Choral	Xb		X	
Physical Education (P-12)		X	X	X	X
Sport Management		Xc		X	
Reading Specialist (P-12)		X		X	
Secondary Education (6-12)	Biology	X		X	
	Business Marketing Ed	X		X	
	English Language Arts	X		X	
	Family/Consumer Sc	X		X	
	General Science	X		X	
	General Social Studies	X		X	
	History	X		X	
	Mathematics	X		X	
Teacher Leader			X		X

See notes on the following page.

Notes:

- ^a Master of Science degree with a major in counselor education and a concentration in school counseling (traditional certification admission option).
- ^b Master of Arts degree with a major in music and a concentration in music education.
- ^c Master of Science degree with a major in sport management.

The School of Education also offers courses leading to the Master of Science (MS) with a major in counselor education. Two concentrations are offered within the counselor education major: clinical mental health counseling and school counseling, including the traditional certification and non-certification (CACREP) admission options. A student seeking fifth-year Alabama Class A teacher certification must select the concentration in school counseling (traditional certification or CACREP non-certification admission option).

The school offers the Alternative Class A Certification Program for students who completed bachelor's degrees from regionally accredited institutions in a field other than teacher education. Completion of the Alternative-A program leads to the MSE and recommendation for fifth-year Alabama Class A teacher certification. Eligible teaching fields and admission requirements for the Alternative-A program may be found in the Alternative-A Teacher Certification section of this bulletin.

All teacher education programs are approved by the State of Alabama Board of Education. The School of Education at Jacksonville State University is accredited by the National Council for Accreditation of Teacher Education (NCATE), 2010 Massachusetts Avenue NW, Suite 500, Washington, D.C. 20036, phone: (202) 466-7496. Accreditation includes the initial teacher preparation and advanced levels of professional education programs offered at JSU. Teacher education programs may be altered at any time to meet changes in federal and Alabama State Department of Education regulations.

Applicants will not be considered for admission until all required documents are received by Graduate Studies. The first semester of enrollment serves as the commencement of the six year time limit to finish a graduate degree or certificate. For all programs in counselor education, instructional leadership, library media, and teacher leader, the deadline dates for application will be July 1 for fall admission, November 1 for spring admission and April 1 for summer admission. Any exceptions to these deadlines must be granted by the respective graduate program chair. Please refer to specific program pages in the Education section of this bulletin.

Any candidate applying for admission to a state-approved teacher education program shall be required to be fingerprinted for a criminal history background check through the Alabama State Department of Education to the Alabama Bureau of Investigation (ABI) and the Federal Bureau of Investigation (FBI). Applicants should contact Cogent Systems at www.cogentid.com/alabama for directions in completing this process. **The Praxis II examination is required prior to any internship for all initial teacher certification programs.**

PROGRAMS OF STUDY FOR EDUCATION

Programs of study for the education degree and teacher certification programs provide a detailed description of the course requirements for each program. The programs of study listed below by degree, major, and concentration are described on the pages indicated:

Educational Specialist	Page
Counselor Education/Clinical Mental Health Counseling	108
Counselor Education/School Counseling (P-12)	109-110
Library Media (P-12)	111
Physical Education	112
*Teacher Leader	113
Instructional Leadership	114

*Applicants who hold master's degrees and fifth-year certification in these areas are eligible to apply for the EdS in Teacher Leader: Early Childhood Education, Elementary Education, Special Education, and Secondary Education.

Master's Level Education

Clinical Mental Health Counseling (MS)	122-123
School Counseling (MS)	124-126
Early Childhood Education	127
Early Childhood Special Education	128
Elementary Education	129
Instructional Leadership	130
Instructional Technology (MS)	148-150
Reduced Credit Hour Option for Certification in IL at Master's Level	131
Library Media	132-133
Physical Education/P-12 Teacher Education	134
Physical Education/Human Performance	135
Physical Education/Nutrition	136
Reading Specialist	137-138

Secondary Education Teaching Fields

Biology	139
Business Marketing Education (6-12)	140
English Language Arts	141
Family and Consumer Sciences	142
General Science	143
General Social Studies	144
History	145
Mathematics	146
Special Education Collaborative Teacher (K-6)(6-12)	147
Sport Management (MS)	151-153

Alternative Class A Programs

The Alternative-A programs are designed for students who do not have an initial teaching certificate at the undergraduate level. A description of these programs and the admission requirements are provided in the Alternative Class A Program section of this bulletin.

These Alternative Class A master's level programs are offered in the areas listed below:

Early Childhood Education	159-160
Elementary Education	161-162
Physical Education	163-164
Music Education/Instrumental.....	183-184
Music Education/Vocal-Choral	185-186
Secondary Education	
Biology	165-166
Business Marketing Education (6-12)	167-168
English Language Arts	169-170
Family and Consumer Sciences.....	171-172
General Science	173-174
General Social Studies.....	175-176
History	177-178
Mathematics	179-180
Special Education Collaborative Teacher (K-6)(6-12).....	181-182

APPLICATION MATERIALS REQUIRED FOR ALL EDUCATIONAL SPECIALIST PROGRAMS

Applicants for an Educational Specialist (EdS) program must submit all of the following documentation to Graduate Admissions, Jacksonville State University, 700 Pelham Road North, Jacksonville, Alabama 36265-1602, to be considered for admission.

If applicants fail to submit all required admission documents, they will not be permitted to register. Applicants will not be considered for admission until all required documents are received by Graduate Studies. The first semester of enrollment serves as the commencement of the six year time limit to finish a graduate degree or certificate.

Unconditional Admission to Class AA (EdS) Programs

Requirements for unconditional admission shall include a valid master's level professional educator certificate in the same teaching field in which the Class AA Professional Educator Certificate is sought, except for Teacher Leader. If an individual is unconditionally admitted to a Class AA program based on a valid master's level professional educator certification from another state and completes a Class AA program and subsequently applies for Alabama certification at the Class AA level, then the individual must hold a valid Alabama Class A certification before applying for Class AA certification.

Candidates admitted to the program (to enroll in courses in a Class AA program) may complete no more than five approved program courses prior to unconditional admission to the program (this includes transfer credit). Exceptions to this rule must be approved by the Dean of the School of Education and the Director of Graduate Studies.

EdS programs with deadline dates for all admission requirements to be submitted are: clinical mental health counseling, instructional leadership, school counseling, teacher leader and library media. Application deadline dates for these programs are: November 1 for spring semester admission, April 1 for summer admission and July 1 for fall semester admission. Any exceptions to these deadlines must be granted by the respective graduate program chair. Applicants in these programs whose application packages are complete will be contacted to schedule an appointment for a writing sample and an interview with faculty members of the counselor education, instructional leadership, teacher leader or library media programs. As part of the interview process, applicants will be asked to submit a writing sample.

1. Completed JSU Graduate Application for Admission (available online at www.jsu.edu/graduate/admission/grad_app.html).
2. Non-refundable \$35.00 application processing fee.
3. Official transcripts from all colleges/universities with degrees posted. (Students who have previously attended JSU do not need to request a transcript from the university.)
4. Official tests scores on the General Test of the GRE or the MAT (please refer to pages 17-18 of this bulletin).
5. Copies of all clear and renewable teaching certificates. ALL certificate(s) must be clear and renewable throughout the program and at graduation.

Teacher Leader applicants must possess a master's level clear and renewable teaching certificate in some area of education and a minimum of three full years of full-time teaching experience in a P-12 setting. (Students applying for Instructional Leadership or Teacher Leader must hold an Alabama teaching certificate.)

6. Background check. Any candidate applying for admission to a state approved teacher education program shall be required to be fingerprinted for a criminal history background check, including Clinical Mental Health Counseling, through the Alabama State Department of Education to the Alabama Bureau of Investigation (ABI) and the Federal Bureau of Investigation (FBI). Applicants should contact Cogent Systems at www.cogentid.com/alabama for directions in completing this process.
7. Professional resume required for the following EdS programs:
 - Clinical Mental Health Counseling
 - Instructional Leadership
 - Library Media
 - Teacher Leader
 - School Counseling
8. "Verification of Educational Experience" form for the EdS programs in education listed below. Applicants should contact their superintendent's office/central office for completion of this form or online at <http://www.alsde.edu/sec/ec/Misc%20Docs/SUPPLEMENT%20EXP.pdf#search=Supplement%20EXP>.

Instructional Leadership – Minimum of three full years of full-time, satisfactory professional educational experience in a P-12 setting, which must include P-12 teaching experience if admitted prior to August 2010, or have a minimum of three full years of full-time, acceptable professional educational experience in a P-12 setting, which must include at least one full year of full-time P-12 teaching experience if admitted on or after August 1, 2010.

Library Media and School Counseling – Must have completed two years of full-time acceptable professional educational work experience prior to admission to the program.

Teacher Leader program requires a valid master's degree and certification in some area of education. The student must have a clear and renewable teaching certificate and a minimum of three full years of full-time teaching experience in a P-12 setting prior to admission. Teacher Leader majors **MUST** have unconditional status in order to be admitted to the program.
9. Three Graduate Reference Forms completed by individuals who can provide qualitative assessment of the applicant's potential for success in graduate course work. Reference forms will be submitted electronically. Instructions for submission will be sent through email to the applicant upon submission of the online graduate application.

NOTE: For the EdS in Instructional Leadership and the EdS in Teacher Leader, one of the references must be from the applicant's principal or district supervisor. The other two references must be from individuals who can provide qualitative assessment of an applicant's potential for success in graduate coursework.
10. If English is not the applicant's native language, the applicant is required to submit an official TOEFL score report, an IELTS score report, or a PTE score report (please refer to page 25 of this bulletin).

ADMISSION REQUIREMENTS FOR THE EdS DEGREE

The master's level teaching certificate must be in the same area as the chosen area in the educational specialist program (except Teacher Leader). If a student has a degree and fifth year certification in any teaching field, they may apply for the educational specialist degree with a major in education and a concentration in teacher leader.

Applicants for the EdS in all majors except Instructional Leadership (see note below) must meet one of the following formula requirements. For purposes of computing the undergraduate GPA, a 4.00 grade point scale is used. The plus (+) and minus (-) grades from undergraduate transcripts are not used in calculating the GPA. **Instructional Leadership majors MUST have unconditional status in order to be admitted to the program.** Students in this program must submit the MAT or GRE test results but will not be subject to the formula calculation requirement.

For the Teacher Leader program, a valid master's degree and certification in some area of education are required. The student must have a clear and renewable teaching certificate and a minimum of three full years of full-time teaching experience in a P-12 setting. **Teacher Leader majors MUST have unconditional status in order to be admitted to the program.**

Candidates admitted to the program (to enroll in courses in a Class AA teaching field program) may complete no more than five approved program courses prior to unconditional admission to the program (this includes transfer credit). Exceptions to this rule must be approved by the Dean of the School of Education and the Director of Graduate Studies, except Instructional Leadership and Teacher Leader.

Please use the following concordance tables when figuring your formula: GRE Verbal and Quantitative Concordance Tables

http://www.ets.org/s/gre/pdf/concordance_information.pdf; MAT Scaled Score Conversions <http://www.csustan.edu/advstd/mat.html>.

Unconditional Admission

450 times the master's GPA plus the total score of verbal and quantitative sections of the General Test of the GRE is equal to or greater than a total of 2250 points.

OR

15 times the master's GPA plus the MAT score is equal to or greater than a total of 85 points.

Conditional Admission

450 times the master's GPA plus the total score of verbal and quantitative sections of the General Test of the GRE is equal to or greater than a total of 1800 points (currently reviewed and recommended by the graduate faculty in the applicant's major and approved by the Director of Graduate Studies).

OR

15 times the master's GPA plus the MAT score is equal to or greater than a total of 70 points (currently reviewed and recommended by the graduate faculty in the applicant's major and approved by the Director of Graduate Studies).

NOTE: Instructional Leadership applicants who meet the minimum requirements for admission to Graduate Studies at JSU will, upon submission of all required application

documents, completion of required interview, and recommendation for admission to the Instructional Leadership program, be granted unconditional status. Instructional Leadership students must maintain an overall GPA of at least 3.25.

Applicants who are granted conditional admission must achieve a GPA of at least 3.25 on the first 12 graduate hours attempted. Failure to meet these conditions will result in the student being dropped from graduate studies. All Instructional Leadership majors must be unconditionally accepted into the program. Note: 3.50 overall GPA required for completion beginning July 1, 2017 and thereafter.

MINIMUM REQUIREMENTS FOR THE EdS DEGREE

The purposes of a Class AA program shall be to prepare educators on the sixth-year level to serve effectively in instructional support positions. Persons who complete Class AA programs shall have acquired knowledge and skills above the level required for completion of a Class A program.

The course requirements and the minimum number of semester hours for each program are provided on each individual program of study sheet in the subsequent sections of this bulletin.

An overall GPA of 3.25 on a 4.00 scale is required on all course work attempted for the educational specialist degree for COMPLETION before July 1, 2017. An overall GPA of 3.50 is required on all course work attempted for the educational specialist degree for COMPLETION on July 1, 2017, and thereafter.

Any course completed for the master's degree or for master's level teacher certification may not be repeated or counted for the EdS degree. Graduate courses at the 400 level will not count as credit towards the EdS degree.

CLASS AA TEACHER CERTIFICATION REQUIREMENTS

Teacher education programs are approved by the Alabama State Board of Education and are, therefore, subject to periodic revision resulting from changes in State certification requirements. Subsequently, modifications in students' programs may become necessary. Students in all graduate level teacher education programs must schedule their course work each semester with approval of their faculty advisors. Issuance of Alabama teaching certificates is the legal responsibility of the Alabama State Department of Education. Universities cannot issue a professional certificate. To be eligible to apply for certification, a student must meet all required admission criteria and complete a program of study at a college or university that has been approved by the State Board of Education to offer a program leading to the desired certificate. When a student completes the program of study, the institution recommends to the State Department of Education that the appropriate certificate be issued.

1. For all fields other than Teacher Leader, the applicants must possess fifth-year certification in the same area as the chosen concentration in the educational specialist program. Applicants selecting the concentration in Teacher Leader must possess master's level clear and renewable teacher certification in some area of education and a minimum of three full years of full-time teaching experience in a P-12 setting.
2. Alabama State Department of Education regulations are subject to change; therefore, it is recommended that students apply for certification upon graduation. During their last semester of course work, students are to obtain

application forms for certification from the Teacher Service Center, 207 Ramona Wood Hall. The appropriate fees (money order or cashier's check made payable to the Alabama State Department of Education), with the student's credits are forwarded to the State Department of Education by the Teacher Service Center. The university cannot recommend any student for certification who has not satisfied all state and university requirements for admission to and completion of an approved program.

3. Students certified in states other than Alabama who wish to apply for certification in Alabama upon completion of the educational specialist degree must apply for Alabama certification on the undergraduate and master's levels prior to applying for the educational specialist level certification. Earning an educational specialist degree at JSU does not automatically entitle a student to an Alabama certificate without first holding the appropriate undergraduate and master's certificates from Alabama.
4. Recommendation for certification must be made within five years of program completion. Recommendation after five years requires completion of a current program.
5. Candidates admitted to the program (to enroll in courses in a Class AA teaching field program) may complete no more than five approved program courses prior to unconditional admission to the program (this includes transfer credit). Exceptions to this rule must be approved by the Dean of the School of Education and the Director of Graduate Studies.
6. Individuals must be unconditionally admitted to the Class AA Instructional Leadership program or the Class AA Teacher Leader program before enrolling in any leadership courses in the program.
7. If an individual is unconditionally admitted to a Class AA program based on a valid master's level professional educator certification from another state and completes a Class AA program and subsequently applies for Alabama certification at the Class AA level, then the individual must hold a valid Alabama Class A certification before applying for Class AA certification.

**EDUCATIONAL SPECIALIST
MAJOR: COUNSELOR EDUCATION
CONCENTRATION: CLINICAL MENTAL HEALTH COUNSELING**

Core Requirements (15 semester hours):

ECG 634	Advanced Counseling Theories (3)
ECG 637	Advanced Career Counseling (3)
EFD 691	Action Research in Counseling I (3) (to be taken toward the end of the program)
EFD 692	Action Research in Counseling II (3) (Prerequisite: EFD 681) (must be taken in the last semester of enrollment)
ECG 646	Advanced Group Procedures (3)

Concentration Requirements (15 semester hours, by advisement):

ECG 501	Assessment in Counseling (3)
ECG 526	Professional Ethics and Legal Issues (3)
ECG 527	Organization and Administration of Counseling Services (3)
ECG 530	Couples, Marriage, and Family Counseling (3)
ECG 540	Psychopathology: Diagnosis and Treatment of DSM Disorders (3)
ECG 560	Substance and Behavioral Addictions in Counseling (3)
ECG 565	Psychopharmacology (3)
ECG 573	Introduction to Student Personnel Counseling (3)
ECG 578	Issues in Student Personnel Counseling (3)
ECG 588	Crisis Counseling (3)
ECG 589	Psychological First Aid and Disaster Counseling (3)
ECG 593	Internship in School Counseling (3)
ECG 594	Internship in School Counseling (3)
ECG 655	Holistic Counseling: Spirit, Soul, and Body (3)
ECG 693	Supervision in Counseling (3)
EFD 560	Psychological Principles of Learning (3)
EFD 615	Leadership (3)
EFD 620	Measurement and Evaluation (3)
EAD 564	Law and Politics of Education (3)
SPE 500	Survey Course in Special Education (3)

30 Semester Hours Required for this Degree

Notes:

An overall GPA of 3.25 on a 4.00 scale on all course work attempted is required for this program. **Overall 3.50 GPA required for completion beginning July 1, 2017, and thereafter.** Courses used toward the master's degree may not be repeated or counted for the EdS degree. Applicants for the Educational Specialist (EdS) degree must have a master's degree in Clinical Mental Health Counseling, Marriage and Family Counseling, Community Counseling or a related field.

**EDUCATIONAL SPECIALIST
MAJOR: COUNSELOR EDUCATION
CONCENTRATION: SCHOOL COUNSELING (P-12)**

Core Requirements (15-18 semester hours):

ECG 634	Advanced Counseling Theories (3)
ECG 637	Advanced Career Counseling (3)
ECG 691	Action Research in Counseling I (3) (to be taken toward the end of the program)
ECG 692	Action Research in Counseling II (3) (Prerequisite: ECG 691)
ECG 646	Advanced Group Procedures (3)
*SPE 500	Survey Course in Special Education (3) (Students who have not previously satisfied the special education requirement at the undergraduate or graduate level must take SPE 500.)

Concentration Requirements (12-15 semester hours, by advisement):

ECG 501	Assessment in Counseling (3)
ECG 526	Professional Ethics and Legal Issues (3)
ECG 530	Couples, Marriage and Family Counseling (3)
ECG 540	Psychopathology: Diagnosis and Treatment of DSM Disorders (3)
ECG 560	Substance and Behavioral Addictions in Counseling (3)
ECG 565	Psychopharmacology (3)
ECG 573	Introduction to Student Personnel Counseling (3)
ECG 578	Issues in Student Personnel Counseling (3)
ECG 588	Crisis Counseling Intervention Strategies (3)
ECG 589	Psychological First Aid and Disaster Counseling (3)
ECG 595	Clinical Experience I in Mental Health Counseling (3)
ECG 596	Clinical Experience II in Mental Health Counseling (3)
ECG 655	Holistic Counseling: Spirit, Soul, and Body (3)
ECG 693	Supervision in Counseling (3)
EFD 560	Psychological Principles of Learning (3)
EFD 615	Leadership (3)
EFD 620	Measurement and Evaluation (3)
EAD 564	Law and Politics of Education (3)

30 Graduate Semester Hours Required for this Degree

Notes:

Admission to this program requires fifth-year (master's) teacher certification in school counseling. Completion of this program leads to eligibility for sixth-year (Class AA) teacher certification in school counseling.

An overall GPA of 3.25 on a 4.00 scale on all course work attempted is required for this program. **Overall 3.50 GPA required for completion beginning July 1, 2017, and thereafter.** Courses used toward the master's degree may not be repeated or counted for the EdS degree.

The purposes of a Class AA program shall be to prepare educators on the sixth-year level to serve effectively in instructional support positions. Persons who complete Class AA programs shall have acquired knowledge and skills above the level required for completion of a Class A program.

Candidates admitted (to enroll in courses in a Class AA teaching field program) may complete no more than five approved program courses prior to unconditional admission to the program (this includes transfer credit). Exceptions to this rule must be approved by the Dean of the School of Education and the Director of Graduate Studies.

**EDUCATIONAL SPECIALIST
MAJOR: EDUCATION
CONCENTRATION: LIBRARY MEDIA (P-12)**

Core Requirements (18-22 semester hours):

- *ED 500 Introduction to Graduate Education and Technology (1)
(Students who did not take ED 500 [discipline specific section] as a master's student at JSU are required to take the course as part of their EdS program. Required in the first semester of enrollment.)
- EFD 552 Diversity Issues in Education (3)
- EIM 610 Emerging Technology and Collaborative Tools (3)
- EFD 615 Leadership (3)
- EFD 620 Measurement and Evaluation (3)
- EFD 691 Advanced Research in Education I (3)
- EFD 692 Advanced Research in Education II (3) (Prerequisite: EFD 691)
(Must be taken in the last semester of enrollment.)
- *SPE 500 Survey Course in Special Education (3)
(*Students who have not previously satisfied the special education requirement at the undergraduate or graduate level must take SPE 500.)

Concentration Requirements (12 semester hours):

- LM 612 Advanced Materials for Children and Young Adults (3)
- EIM 615 Online Course Design (3)
- EIM 620 Educational Multi-Media and Video (3)
- EIM 624 Advanced Digital Photography in Education (3)

30-34* Graduate Semester Hours Required for this Degree

Notes:

Admission to this program requires fifth year (master's) certification in Library Media.

An overall GPA of 3.25 on a 4.00 scale on all course work attempted is required for this program.

Overall 3.50 GPA required for completion beginning July 1, 2017, and thereafter. Courses used toward the master's degree or fifth-year/master's certification may not be repeated or counted for the EdS degree.

Students in this program are required to purchase College LiveText. College LiveText Education Solutions is a complete development, management, and assessment solution specifically designed for colleges and universities. Additional information on College LiveText can be obtained at <http://www.livetext.com>.

The purpose of a Class AA program shall be to prepare educators on the sixth-year level to serve effectively in instructional support positions. Persons who complete Class AA programs shall have acquired knowledge and skills above the level required for completion of a Class A program.

Candidates admitted (to enroll in courses in a Class AA teaching field program) may complete no more than five approved program courses prior to unconditional admission to the program (this includes transfer credit). Exceptions to this rule must be approved by the Dean of the School of Education and the Director of Graduate Studies.

**EDUCATIONAL SPECIALIST
MAJOR: EDUCATION
CONCENTRATION: PHYSICAL EDUCATION (P-12)**

Core Requirements (18-22 semester hours):

*ED 500	Introduction to Graduate Education and Technology (1) (Students who did not take ED 500 [discipline specific section] as a master's student at JSU are required to take the course as part of their EdS program. Required in the first semester of enrollment.)
EFD 552	Diversity Issues in Education (3)
EIM 610	Emerging Technology and Collaborative Tools (3)
EFD 615	Leadership (3)
EFD 620	Measurement and Evaluation (3)
EFD 691	Advanced Research in Education I (3)
EFD 692	Advanced Research in Education II (3) (Prerequisite: EFD 691) (Must be taken in the last semester of enrollment.)
*SPE 500	Survey Course in Special Education (3) (Students who have not previously satisfied the special education requirement at the undergraduate or graduate level must take SPE 500.)

Concentration Requirements (12 semester hours):

By faculty advisement, choose 12 graduate semester hours in physical education courses. Graduate courses selected to meet this concentration requirement must be numbered at the 500 or 600 levels.

30-34* Graduate Semester Hours Required for this Degree

Notes:

Admission to this program requires fifth-year (master's) teacher certification in physical education.

Completion of this program leads to eligibility for sixth-year teacher certification in physical education (P-12).

An overall GPA of 3.25 on a 4.00 scale on all course work attempted is required for this program. **Overall 3.50 GPA required for completion beginning July 1, 2017, and thereafter.** Courses used toward the master's degree or fifth-year/master's certification may not be repeated or counted for the EdS degree.

Students in this program are required to purchase College LiveText. College LiveText Education Solutions is a complete development, management, and assessment solution specifically designed for colleges and universities. Additional information on College LiveText can be obtained at <http://www.livetext.com>.

The purpose of a Class AA program shall be to prepare educators on the sixth-year level to serve effectively in instructional support positions. Persons who complete Class AA programs shall have acquired knowledge and skills above the level required for completion of a Class A program.

Candidates admitted (to enroll in courses in a Class AA teaching field program) may complete no more than five approved program courses prior to unconditional admission to the program (this includes transfer credit). Exceptions to this rule must be approved by the Dean of the School of Education and the Director of Graduate Studies.

**EDUCATIONAL SPECIALIST
MAJOR: EDUCATION
CONCENTRATION: TEACHER LEADER**

Core Requirements (30-33 semester hours):

EFD 615	Leadership in Education (3)
EFD 620	Measurement and Evaluation (3)
EFD 645	Contemporary Challenges in Multicultural Education (3)
IL 650	Seminar in Curriculum Development (3)
IL 614	Internship in Personnel Development I (3)
IL 620	Internship in Personnel Development II (3)
EFD 670	Facilitating Quality Instruction in Mathematics with Colleagues (3)
EFD 672	Facilitating Quality Instruction in Literacy with Colleagues (3)
EFD 691	Advanced Research in Education I (3)
EFD 692	Advanced Research in Education II (3)
*SPE 500	Survey Course in Special Education (3) (Students who have not previously satisfied the special education requirement at the undergraduate or graduate level must take SPE 500.)

30 – 33* Graduate Semester Hours Required for this Degree

Notes:

Admission to this program requires fifth year (master's) certification in any teaching field and a minimum of three full years of full-time teaching experience in a P-12 setting.

An overall GPA of 3.25 on a 4.00 scale on all course work attempted is required for this program.

Overall 3.50 GPA required for completion beginning July 1, 2017, and thereafter. Courses used toward the master's degree or fifth-year/master's certification may not be repeated or counted for the EdS degree.

Individuals must be unconditionally admitted to the Class AA instructional leadership program or the Class AA teacher leader program before enrolling in any leadership courses in the program.

Students in this program are required to purchase College LiveText. College LiveText Education Solutions is a complete development, management, and assessment solution specifically designed for colleges and universities. Additional information on College LiveText can be obtained at <http://www.livetext>.

The purpose of a Class AA program shall be to prepare educators on the sixth-year level to serve effectively in instructional support positions. Persons who complete Class AA programs shall have acquired knowledge and skills above the level required for completion of a Class A program.

**EDUCATIONAL SPECIALIST
MAJOR: INSTRUCTIONAL LEADERSHIP (P-12)**

Core Requirements (30-33 semester hours):

EFD 615	Leadership in Education (3)
IL 612	Planning and Managing Facilities and Programs (3)
IL 614	Internship in Personnel Development I (3)
IL 620	Internship in Personnel Development II (3)
IL 632	Research in Instructional Leadership (3)
IL 650	Seminar in Curriculum Development (3)
IL 691	Problems in Instructional Leadership I and Internship (3)
EFD 620	Measurement and Evaluation (3)
IL 692	Problems in Instructional Leadership II and Internship (3)
EFD 645	Contemporary Challenges in Multicultural Education (3)
*SPE 500	Survey Course in Special Education (3) (Students who have not previously satisfied the special education requirement at the undergraduate or graduate level must take SPE 500.)

30-33* Graduate Semester Hours Required for this Degree

Notes:

Admission to this program requires fifth-year (Class A) teacher certification in Instructional Leadership. Alabama certification required.

Completion of this program leads to eligibility for sixth-year teacher certification in instructional leadership (P-12).

An overall GPA of 3.25 on a 4.00 scale on all course work attempted is required for this program. **Overall 3.50 GPA required for completion beginning July 1, 2017, and thereafter.** Courses used toward the master's degree or fifth-year/master's certification may not be repeated or counted for the EdS degree.

Individuals must be unconditionally admitted to the Class AA instructional leadership program or the Class AA teacher leader program before enrolling in any leadership courses in the program.

The purpose of a Class AA program shall be to prepare educators on the sixth-year level to serve effectively in instructional support positions. Persons who complete Class AA programs shall have acquired knowledge and skills above the level required for completion of a Class A program.

APPLICATION MATERIALS REQUIRED FOR ALL MASTER OF SCIENCE IN EDUCATION DEGREE PROGRAMS

Applicants for a master's degree education program must submit all of the following documentation to Graduate Admissions, Jacksonville State University, 700 Pelham Road North, Jacksonville, Alabama, 36265-1602, to be considered for admission.

The deadline for application to most programs in the School of Education will be on or before the first day of classes for any given semester, unless otherwise specified in this bulletin. First time enrollees for programs with an application deadline of the first day of classes for any given semester must seek immediate advisement to register for classes. Any exceptions to these deadlines must be granted by the respective graduate program chair.

Master's programs in education with deadline dates for all admission requirements to be submitted are: Clinical Mental Health Counseling, Instructional Leadership, Library Media, and School Counseling. Application deadline dates for these programs are: **November 1 for spring semester admission, April 1 for summer admission and July 1 for fall semester admission.** Any exceptions to these deadlines must be granted by the respective graduate program chair. Applicants in these programs whose application packages are complete will be contacted to schedule an appointment for a writing sample and an interview with faculty members of the counselor education, instructional leadership, or library media programs. As part of the interview process, applicants will be asked to submit a writing sample.

Candidates admitted to the program (to enroll in courses in a Class A teaching field program) may complete no more than five approved program courses prior to unconditional admission to the program (including transfer credit). Exceptions to this rule must be approved by the Dean of the School of Education and the Director of Graduate Studies.

1. Completed JSU Graduate Application for Admission (available online at www.jsu.edu/graduate/admission/grad_app.html).
2. Non-refundable \$35.00 application processing fee.
3. Official transcripts from all colleges/universities with degrees posted. (Students who have previously attended JSU do not need to request a transcript from the university.)
4. Official test scores on the General Test of the GRE or the MAT (please refer to pages 17-18 of this bulletin).
5. Copies of all clear and renewable teaching certificates. (Does not apply to Clinical Mental Health Counseling or School Counseling [non-certified option].) ALL certificate(s) should be clear and renewable throughout the program and at graduation. (Students applying for Instructional Leadership must hold an Alabama teaching certificate.)
6. For students applying to a master's program in education, the bachelor's level teaching certificate must be in the same area as the chosen area in the master's program, except the programs listed below. In these programs applicants must possess a clear and renewable certificate in some area of education.

Instructional Leadership
Library Media
Reading Specialist
School Counseling
Sport Management

7. Background check. Any candidate applying for admission to a state-approved teacher education program or the Clinical Mental Health Counseling program shall be required to be fingerprinted for a criminal history background check through the Alabama State Department of Education to the Alabama Bureau of Investigation (ABI) and the Federal Bureau of Investigation (FBI). Applicants should contact Cogent System at www.cogentid.com/alabama for directions in completing this process.
8. "Verification of Educational Experience" form for the master's programs in education listed below. Applicants should contact their superintendent's office/central office for completion of this form or online at <https://www.alsde.edu/sec/ec/Misc%20Docs/SUPPLEMENT%20EXP.pdf>.

Library Media (Completion of two full years of full-time, professional educational work experience in a P-12 school system(s) required prior to completion of the program.) Effective July 1, 2017, two full years of full-time acceptable educational work experience required prior to unconditional admission to a Library Media Program.

Reading Specialist (Completion of two full years of full-time classroom teaching experience required for unconditional admission to a Reading Specialist Program.)

School Counseling (Completion of two full years of full-time professional educational work experience in a P-12 school system(s) required prior to completion of the program.) Effective July 1, 2017, and thereafter, two full years of full-time, acceptable professional educational work experience required prior to unconditional admission to a School Counseling Program.

Instructional Leadership (Minimum of three full years of full-time, satisfactory professional educational work experience in a P-12 setting, which must include P-12 teaching experience, if admitted prior to August 2010, or have a minimum of three full years [or six full semesters] of full-time, acceptable professional educational experience in a P-12 setting, which must include at least one full year of full-time P-12 classroom teaching experience, if admitted on or after August 1, 2010.)

Sport Management (Completion of two full years of full-time, professional educational work experience in a P-12 school system(s) required prior to completion of the program.) Effective July 1, 2017, and thereafter, two full years of full-time, acceptable educational experience required prior to unconditional admission to a Sport Management Program.

9. Professional resume required for the following master's programs in education:

- Clinical Mental Health Counseling
- Instructional Leadership
- Library Media
- School Counseling

10. Documented evidence of leadership and management potential (may appear in resume) is required for master's program listed below:

- Instructional Leadership

11. Summary (typed, one page, double-spaced) of the applicant's reasons for pursuing the program required for the following master's programs in education:

Clinical Mental Health Counseling
 Instructional Leadership
 Library Media
 School Counseling

12. Summary (typed, one-page, double-spaced) of what the applicant expects is required for the following master's programs in education:

Clinical Mental Health Counseling
 Instructional Leadership
 Library Media
 School Counseling

13. Copy of applicant's most recent performance appraisal for the following master's programs in education (this documentation can be obtained from the applicant's Educate AL account, located in the annual review section of the website):

Instructional Leadership
 Library Media
 School Counseling

14. Evidence of ability to improve student achievement required for the following master's programs in education:

Instructional Leadership
 Library Media
 School Counseling

15. Three Graduate Reference Forms completed by individuals who can provide qualitative assessment of the applicant's potential for success in graduate course work. Reference forms will be submitted electronically. Instructions for submission will be sent through email to the applicant upon submission of the online graduate application.

NOTE: For the master's level Instructional Leadership program, one of the references must be from the applicant's principal or district supervisor. The other two references must be from individuals who can provide qualitative assessment of an applicant's potential for success in graduate coursework. For the Reduced 18-hour Certificate in Instructional Leadership, references MUST be from a principal AND a superintendent. The other reference must be from an individual who can provide qualitative assessment of an applicant's potential for success in graduate coursework.

16. If English is not the applicant's native language, the applicant is required to submit an official TOEFL score report, an IELTS score report, or a PTE score report (please refer to page 25 of this bulletin).
17. All Instructional Leadership majors must be unconditionally accepted into the program.
18. Students applying to the School Counseling program have two options for application, the traditional certification admission option or the non-certification CACREP admission option. Details regarding the two routes for admissions are found on the chart on page 126.

Unconditional Admission to Class A Programs for Teaching Fields

Requirements for unconditional admission shall include a valid bachelor's level professional educator certificate in the same teaching field(s) in which the Class A Professional Educator Certificate is sought, except for special education and as prescribed

in the rules for Alternative Class A programs, and reading specialist. If an individual is unconditionally admitted to a Class A program based on a valid bachelor's level professional educator certification from another state and completes a Class A program and subsequently applies for Alabama certification at the Class A level, then the individual must hold valid Alabama Class B certification before applying for Class A certification.

Unconditional Admission to Alternative Class A Programs

A person who is eligible for admission to an Alternative Class A program shall have earned a bachelor's or higher degree with a minimum grade point average (GPA) overall of 2.75. This GPA must be documented on the official transcript of the degree granting institution and must be the GPA that was used as the basis for granting the degree. In addition, the person must meet one of the following options:

- Earned a bachelor's degree from a regionally accredited college or university.
- Earned a bachelor's degree from a non-regionally accredited institution and an earned master's or higher degree from a regionally accredited institution, and has attained passing score on the prescribed Praxis II subject assessment of the Alabama Educator Certification Assessment Program (AECAP). This option is permitted only when both of the following conditions are met:
 - a. At the discretion of the administrative head of the unit and in accordance with institutional policy.
 - b. If there is a prescribed Praxis II subject assessment of the AECAP.
- Earned a bachelor's degree from a non-regionally accredited institution, holds a valid professional educator certificate in the state where the institution is geographically located, and has attained a passing score on the prescribed Praxis II subject assessment of the AECAP. This option is permitted only when both of the following conditions are met:
 - a. At the discretion of the administrative head of the unit and in accordance with institutional policy.
 - b. If there is a prescribed Praxis II subject assessment of the AECAP.

ADMISSION REQUIREMENTS FOR MASTER'S PROGRAMS IN EDUCATION

Applicants for a master's program in education, except Instructional Leadership (see note below), must meet one of the following formula requirements. For purposes of computing the undergraduate GPA, a 4.00 GPA is used. The plus (+) and the minus (-) grades from undergraduate transcripts are not used in calculating the GPA. **All Instructional Leadership majors must be unconditionally accepted into the program.** Students in this program must submit the MAT or GRE test results, but will not be subject to the formula calculation requirement. No Instructional Leadership (IL) courses may be taken prior to unconditional admission.

Candidates admitted to any program, other than Instructional Leadership, may complete no more than five approved program courses prior to unconditional admission to the program (this includes transfer credit). Exceptions to this rule must be approved by the Dean of the School of Education and the Director of Graduate Studies.

Please use the following concordance tables when figuring your formula: GRE Verbal and Quantitative Concordance Tables

http://www.ets.org/s/gre/pdf/concordance_information.pdf; MAT Scaled Score Conversions <http://www.csustan.edu/advstd/mat.html>.

Unconditional Admission

450 times the undergraduate GPA plus the total score of verbal and quantitative sections of the General Test of the GRE is equal to or greater than a total of 2100 points.

OR

15 times the undergraduate GPA plus the MAT score is equal to or greater than a total of 80 points.

Conditional Admission

Any applicant failing to meet the requirements for unconditional admission must meet one of the following conditional formula requirements:

450 times the undergraduate GPA plus the total score of verbal and quantitative sections of the General Test of the GRE is equal to or greater than a total of 1600 points (currently reviewed and recommended by the graduate faculty in the applicant's major and approved by the Director of Graduate Studies).

OR

15 times the undergraduate GPA plus the MAT score is equal to or greater than a total of 60 points (currently reviewed and recommended by the graduate faculty in the applicant's major and approved by the Director of Graduate Studies).

NOTE: Instructional Leadership applicants who meet the minimum requirements for admission to graduate school at JSU will, upon submission of all required application documents, completion of required interview, and recommendation for admission to the Instructional Leadership program, be granted unconditional status. Instructional Leadership students must maintain an overall GPA of at least 3.25.

Unconditional Admission to Class A Programs for Teaching Fields

Requirements for unconditional admission shall include a valid bachelor's level professional educator certificate in the same teaching field(s) in which the Class A Professional Educator Certificate is sought, except for special education and as prescribed in the rules for Alternative Class A programs, and reading specialist. If an individual is unconditionally admitted to a Class A program based on a valid bachelor's level professional educator certification from another state and completes a Class A program and subsequently applies for Alabama certification at the Class A level, then the individual must hold valid Alabama Class B certification before applying for Class A certification.

Unconditional Admission to Alternative Class A Programs

A person who is eligible for admission to an Alternative Class A program shall have earned a bachelor's or higher degree with a minimum grade point average (GPA) overall of 2.75. This GPA must be documented on the official transcript of the degree granting institution and must be the GPA that was used as the basis for granting the degree. In addition, the person must meet one of the following options:

- Earned a bachelor's degree from a regionally accredited college or university.
- Earned a bachelor's degree from a non-regionally accredited institution and an earned master's or higher degree from a regionally accredited institution, and has attained passing score on the prescribed Praxis II subject assessment of the Alabama Educator Certification Assessment Program (AECAP). This option is permitted only when both of the following conditions are met:

- a. At the discretion of the administrative head of the unit and in accordance with institutional policy.
 - b. If there is a prescribed Praxis II subject assessment of the AECAP.
- o Earned a bachelor's degree from a non-regionally accredited institution, holds a valid professional educator certificate in the state where the institution is geographically located, and has attained a passing score on the prescribed Praxis II subject assessment of the AECAP. This option is permitted only when both of the following conditions are met:
 - a. At the discretion of the administrative head of the unit and in accordance with institutional policy.
 - b. If there is a prescribed Praxis II subject assessment of the AECAP.

MINIMUM REQUIREMENTS FOR MASTER'S PROGRAMS IN EDUCATION

The course requirements and the minimum number of semester hours for each program are provided on each individual program of study sheet in the subsequent sections of this bulletin. A written comprehensive examination is required of all candidates for the master's degree and fifth-year teacher certification programs. In preparation for the comprehensive examination, candidates should contact their academic advisor.

An overall GPA of 3.00 on a 4.00 scale is required on all course work attempted in all approved teacher education programs at the master's level for completion before July 1, 2017. **Class A students who complete their degree on or after July 1, 2017, must have an overall 3.25 GPA for completion.** Transfer credit cannot be used to raise the GPA to the required 3.25. At least one-half of the graduate courses taken in the teaching field within the secondary education major must be numbered 500, and no more than three hours in the teaching field may be transferred to JSU.

CLASS A TEACHER CERTIFICATION REQUIREMENTS

Teacher education programs are approved by the Alabama State Board of Education and are, therefore, subject to periodic revision resulting from changes in State certification requirements. Subsequently, modifications in students' programs may become necessary. Students in all graduate level teacher education programs must schedule their course work each semester with approval of their faculty advisors. Issuance of Alabama teaching certificates is the legal responsibility of the Alabama State Department of Education. Universities cannot issue a professional certificate. To be eligible to apply for certification, a student must complete an appropriate program of study at a college or university which has been approved by the State Board of Education to offer a program leading to the desired certificate. When a student completes the program of study, the institution recommends to the State Department of Education that the appropriate certificate be issued.

1. Students must hold or meet requirements for a valid baccalaureate level (undergraduate) teaching certificate in the same area of Class A certification they wish to complete at the master's level. However, the areas of instructional leadership, library media, reading specialist, school counseling, and sport management are exceptions to the same area requirement.

Students may complete a master's in any of these specific areas by holding a valid baccalaureate level teaching certificate in any area of education. To complete a

Master of Science in Education (MSE) in early childhood special education, students must have certification at the baccalaureate level in the areas of early childhood education, elementary education, or any area of special education except gifted-talented.

2. Alabama State Department of Education regulations are subject to change; therefore, it is recommended that students apply for certification upon graduation.
3. During their last semester of course work, students are to obtain application forms for certification from the Teacher Service Center, 207 Ramona Wood Hall. The appropriate fees (money order or cashier's check made payable to the Alabama State Department of Education), with the student's credits, are forwarded to the State Department of Education by the Teacher Service Center. The university cannot recommend any student for certification who has not satisfied all state and university requirements for admission to and completion of an approved program.
4. Students certified in states other than Alabama who wish to apply for master's level certification in Alabama upon completion of the master's degree must apply for Alabama certification on the undergraduate level prior to applying for the master's level certification. Students must be eligible for undergraduate certification in the teaching field(s) in which master's level certification is sought. Earning a master's degree at JSU does not automatically entitle a student to an Alabama certificate without first holding the appropriate undergraduate certificate.
5. Recommendation for certification must be made within five years of program completion. Recommendation after five years requires completion of a current program.
6. Candidates admitted to the program on or after August 1, 2012 (to enroll in courses in a Class A teaching field program), may complete no more than five approved program courses prior to unconditional admission to the program (this includes transfer credit). Exceptions to this rule must be approved by the Dean of the School of Education and the Director of Graduate Studies.
7. Individuals must be unconditionally admitted to the (Class A) Instructional Leadership program before enrolling in any instructional leadership courses in the program.
8. If an individual is unconditionally admitted to a Class A program based on a valid bachelor's level professional educator certification from another state and completes a Class A program and subsequently applies for Alabama Certification at the Class A level, then the individual must hold a valid Alabama Class B certification before applying for Class A certification.

**MASTER OF SCIENCE
MAJOR: COUNSELOR EDUCATION
CONCENTRATION: CLINICAL MENTAL HEALTH COUNSELING**

The Clinical Mental Health Counseling program at Jacksonville State University is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The accreditation runs through March 31, 2018.

Basic Requirements (9 semester hours):

ECG 501	Assessment in Counseling (3)
EFD 500	Research in Education (3)
EPY 525	Lifespan Development (3)

Core Requirements (30 semester hours):

ECG 506	Professional Counseling Orientation and Technology (3) (Required first semester of enrollment.)
ECG 523	Social and Diversity Issues in Counseling (3)
ECG 525	Pre-practicum: Skills and Techniques in Counseling (3) (Prerequisites: ECG 506 and ECG 553)
ECG 526	Professional Ethics and Legal Issues (3)
ECG 553	Theory and Process (3)
ECG 556	Career Development (3)
ECG 585	Practicum: Applied Skills and Techniques in Counseling (3) (Prerequisites: ECG 506, 525, 553, 591, and passing score on Midpoint Exam)
ECG 591	Group Procedures in Counseling (3) (Prerequisites: ECG 506 and 553)
ECG 595	Clinical Experience I in Mental Health Counseling (3) (Prerequisites: Permission of instructor and ECG 585)
ECG 596	Clinical Experience II in Mental Health Counseling (3) (Prerequisite: Permission of instructor and ECG 585)

Clinical Mental Health Counseling Concentration Courses (21 semester hours):

ECG 530	Couple, Marriage and Family Counseling (3)
ECG 540	Psychopathology: Diagnosis and Treatment of DSM Disorders (3)
ECG 558	Counseling Children/Adolescents (3)
ECG 560	Substance and Behavioral Addictions in Counseling (3)
ECG 565	Psychopharmacology (3)
ECG 588	Crisis Counseling Intervention Strategies (3)
ECG 589	Psychological First Aid and Disaster Counseling (3)

60 Graduate Semester Hours Required for this Degree

See next page for notes.

Notes:

Students in this program are required to purchase College LiveText. College LiveText Education Solutions is a complete development, management, and assessment solution specifically designed for colleges and universities. Additional information on College LiveText can be obtained at <http://livetext.com>.

Background check. Any candidate applying for admission to a clinical mental health counseling program shall be required to be fingerprinted for a criminal history background check through the Alabama State Department of Education to the Alabama Bureau of Investigations and the Federal Bureau of Investigations (FBI). Applicants should contact Cogent System at www.cogentid.com/Alabama for directions in completing this process. Admission decisions to Clinical Mental Health Counseling are not necessarily totally determined by the background check results; conversation will ensue regarding appropriate field placements and career options.

**MASTER OF SCIENCE
MAJOR: COUNSELOR EDUCATION
CONCENTRATION: SCHOOL COUNSELING (P-12)**

The School Counseling program at Jacksonville State University is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The accreditation runs through March 31, 2018.

Basic Requirements (9-12 semester hours):

ECG 501	Assessment in Counseling (3)
EFD 500	Research in Education (3)
EPY 525	Lifespan Development (3)
*SPE 500	Survey Course in Special Education (3) (Students who have not previously satisfied the special education requirement at the undergraduate or graduate level must take SPE 500.)

Counseling Core Courses (27 semester hours):

ECG 506	Professional Counseling Orientation and Technology (3) (Required first semester of enrollment.)
ECG 525	Pre-practicum: Skills and Techniques in Counseling (3)
ECG 526	Professional Ethics and Legal Issues (3)
ECG 553	Theory and Process (3)
ECG 556	Career Development (3)
ECG 585	Practicum: Applied Skills and Techniques in Counseling (3) (Prerequisites: ECG 506, 525, 553, and 591)
ECG 591	Group Procedures in Counseling (3) (Prerequisites: ECG 506 and 553)
ECG 593	Internship in School Counseling (3) (Prerequisites: Permission of instructor and ECG 585)
ECG 594	Internship in School Counseling (3) (Prerequisites: Permission of instructor and ECG 585)

School Counseling Concentration Courses (9 semester hours):

ECG 523	Social and Diversity Issues in Counseling (3)
ECG 527	Organization and Administration of Counseling Services (3)
ECG 558	Counseling Children/Adolescents (3)

45-48* Graduate Semester Hours Required for this Degree

Notes:

Admission to this program requires fourth-year (bachelor's) teacher certification in any area for students pursuing the traditional certification option. Students pursuing the non-certification admission option must successfully pass the National Counseling Exam (NCE) prior to enrollment in ECG 594, Internship in School Counseling.

Completion of this program leads to eligibility for Class A teacher certification in school counseling.

Successful completion of the Praxis II exam is required prior to taking Internship, ECG 593 and ECG 594.

Experience verification from the applicant's school system or systems showing two years of teaching experience is required prior to graduation from the program for students pursuing the traditional certification option.

***Effective July 1, 2017, and thereafter, experience verification must show two full years of full-time, acceptable professional education work experience prior to unconditional admission.**

Overview of the Two Routes for School Counseling Majors Jacksonville State University

	Certified Option (Traditional)	Non-Certified Option (CACREP)
Admission Requirements		
Bachelor's degree from an accredited institution or the equivalent from an international institution	Required	Required
*Professional educator certification	Required ¹	Not required
Clear background check	Required	Required
Program Completion Requirements		
Completion of all program coursework with a minimum 3.00 GPA with no grade less than a "C"	Required	Required
Passing score on the basic skills assessment of the Alabama Education Certification Assessment Program (AECAP)	Required	Required
Passing score on the Praxis II test #0421 or 5421 (must be completed prior to ECG 593, Internship in School Counseling)	Required	Required
Satisfactory completion of oral and written examinations	Required	Required
Additional Certification Requirements²		
Alabama Class B certification in a teaching field or Alabama Class A certification in another area of instructional support	Required for AL certification	Not required for AL certification
*Two years of full-time satisfactory teaching experience	Required prior to admission to program	Not required for AL SCO certification
Passing score on the National Counseling Exam (NCE) (must be completed prior to enrollment in ECG 594, Internship in School Counseling)	Not required	Required

1 Individuals pursuing the traditional approach to school counseling certification must hold a bachelor's- or master's-level professional educator certificate in a teaching field or master's level professional educator certificate in another area of instructional support.

2 Certification requirements may be completed after graduation but must be completed and documented before the school's certification officer can verify to Alabama or another state that a State-approved and CACREP-accredited program has been completed at an CAEP/NCATE-accredited institution. Individuals seeking certification in states other than Alabama are responsible for contacting those state certification offices regarding school counseling certification requirements.

***Effective July 1, 2017, and thereafter, experience verification must show two full years of full-time, acceptable professional education work experience prior to unconditional admission.**

**MASTER OF SCIENCE IN EDUCATION
MAJOR: EARLY CHILDHOOD EDUCATION (P-3)**

Core Requirements (15 semester hours):

EFD 500	Research in Education (3)
EED 550	Diversity in Today's Classroom (3)
RDG 546	Multicultural Literature (3)
EED 544	Integrating STEM and STEAM into Practice (3)
EED 509	Advanced 21 st Century Teaching and Learning (3)

Teaching Field Requirements (15 semester hours):

ECE 513	Individualization of Education for Young Children (3)
ECD 540	Diversity in Today's Classroom (3)
RDG 538	Teaching Reading in ECE (3)
ECE 545	Literacy Intervention in the Early Childhood Classrooms (3)
ECE 530	Practicum for Young Children (3)

Diversity Requirement (3 semester hours):

SPE 500	Survey of Special Education (3) is required unless SPE 300 was satisfied at the undergraduate level. If SPE 300 has already been satisfied at the undergraduate or graduate level, candidates must choose ONE of the following courses to satisfy the diversity requirement: <ul style="list-style-type: none"> • SPE 532 - Methods and Strategies for Enrichment: Teaching Gifted Students in the Inclusive Classroom (3) • RDG 530 - Methods and Materials for Reading: Teaching Students with Exceptionalities in the Inclusive Setting (3) • EED 548 - Methods for Multicultural Classrooms (3)
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33* Graduate Semester Hours Required for this Degree

Notes:

Applicants for this program must hold bachelor's level certification (fourth-year) in early childhood education P-3 or P-5 certification from Georgia.

Completion of this program leads to eligibility for fifth-year (master's) teaching certification in early childhood special education (P-3).

Candidates eligible (to enroll in courses in a Class A teaching field program) may complete no more than five approved program courses prior to unconditional admission to the program (this includes transfer credit). Exceptions to this rule must be approved by the Dean of the School of Education and the Director of Graduate Studies.

**MASTER OF SCIENCE IN EDUCATION
MAJOR: EARLY CHILDHOOD SPECIAL EDUCATION (P-3)**

Core Requirements (15 semester hours):

EFD 500	Research in Education (3)
EED 550	Diversity in Today's Classroom (3)
SPE 509	Data Analysis (3)
SPE 520	Technology for Special Education (3)
SPE 570	Action Research in SPE (3)

Teaching Field Requirements (21 semester hours):

ECE 545	Literacy Intervention in the Early Childhood Classroom (3)
ECE 540	Intervention in the ECE classroom (3)
RDG 538	Teaching Reading in ECE (3)
ECE 513	Individualization of Education for Young Children (3)
SPE 526	Methods in Autism Spectrum Disorders (3)
SPE 533	Applied Behavior Analysis in SPE (3)
ECE 512	Practicum in Early Childhood Special Education (3)

Diversity Requirement (3 semester hours):

SPE 500	Survey of Special Education (3) is required unless SPE 300 was satisfied at the undergraduate level. If SPE 300 has already been satisfied at the undergraduate or graduate level, candidates must choose ONE of the following courses to satisfy the diversity requirement: <ul style="list-style-type: none"> • SPE 532 - Methods and Strategies for Enrichment: Teaching Gifted Students in the Inclusive Classroom (3) • RDG 530 - Methods and Materials for Reading: Teaching Students with Exceptionalities in the Inclusive Setting (3) • EED 548 - Methods for Multicultural Classrooms (3)
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39* Graduate Semester Hours Required for this Degree

Notes:

Eligibility for this program requires bachelor's level certification (fourth-year) in one of the following areas: early childhood education, elementary education, or any area of special education except gifted-talented or a higher degree and fifth year certification.

Completion of this program leads to eligibility for fifth-year (master's) teaching certification in early childhood special education (P-3).

Candidates eligible (to enroll in courses in a Class A teaching field program) may complete no more than five approved program courses prior to unconditional admission to the program (this includes transfer credit). Exceptions to this rule must be approved by the Dean of the School of Education and the Director of Graduate Studies. Successful completion of the appropriate Praxis II exam(s) is required before Practicum, ECE 512 and SPE 563.

**MASTER OF SCIENCE IN EDUCATION
MAJOR: ELEMENTARY EDUCATION (K-6)**

Core Requirements (12 semester hours):

EED 522	Classroom Assessment for Learning (3)
EFD 500	Research in Education (3)
EED 550	Diversity in Today's Classroom (3)
EED 509	Advanced 21 st Century Teaching (3)

Teaching Field Requirements (18 semester hours):

EED 543	Social Studies and Today's Learner (3)
EED 544	Integrating STEM and STEAM in to Practice (3)
RDG 542	Strategic Reading Across the Curriculum (3)
RDG 545	Teaching Language Arts (3)
RDG 546	Multicultural Literature (3)
EED 549	Teachers as Leaders in the Elementary Class Practicum (3)

(To be taken at end of program during fall or spring semester.)

Diversity Requirement (3 semester hours):

SPE 500	Survey of Special Education (3) is required unless SPE 300 was satisfied at the undergraduate level. If SPE 300 has already been satisfied at the undergraduate or graduate level, candidates must choose ONE of the following courses to satisfy the diversity requirement:
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- SPE 532 - Methods and Strategies for Enrichment: Teaching Gifted Students in the Inclusive Classroom (3)
- RDG 530 - Methods and Materials for Reading: Teaching Students with Exceptionalities in the Inclusive Setting (3)
- EED 548 - Methods for Multicultural Classrooms (3)

33* Graduate Semester Hours Required for this Degree

Notes:

Eligibility for this program requires fourth-year (bachelor's) teacher certification in elementary education.

Completion of this program leads to eligibility for fifth-year (master's) teacher certification elementary education.

Candidates eligible (to enroll in courses in a Class A teaching field program) may complete no more than five approved program courses prior to unconditional admission to the program (this includes transfer credit).

Students in this program are required to purchase College LiveText. College LiveText Education Solutions is a complete development, management, and assessment solution specifically designed for college and universities. Additional information on College LiveText can be obtained at <http://www.livetext.com>.

MASTER OF SCIENCE IN EDUCATION MAJOR: INSTRUCTIONAL LEADERSHIP

Core Requirements (36-39 semester hours):

IL 504	Graduate Education and Technology (3) (Required first semester of enrollment)
EFD 502	Curriculum Development (3)
EFD 552	Diversity Issues in Education (3)
EIM 503	Computer-Based Instructional Technologies (3) (Note: Students may substitute EIM 504 or EIM 505 if they have met the prerequisites.)
IL 510	Action Research (3)
IL 553	Leading for Learning (3)
IL 555	Management of the Learning Organization I (3)
IL 556	Management of the Learning Organization II (3)
IL 562	Leading Change for Student Learning (3)
IL 564	Law and Ethics (3)
IL 566	Internship in Instructional Leadership (3).
IL 576	Internship in Instructional Leadership and Residency (3).
*SPE 500	Survey Course in Special Education (3) (Students who have not previously satisfied the special education requirement at the undergraduate or graduate level must take SPE 500.)

36-39* Graduate Semester Hours Required for this Degree

Notes:

* Eligibility for this program requires valid fourth-year (Class B) Alabama teacher certification in any area. **All Instructional Leadership majors must be unconditionally accepted into the program.** Individuals must be unconditionally admitted to the Class A instructional leadership program before enrolling in any leadership courses in the program.

Completion of this program leads to eligibility for fifth-year (master's) teacher certification in instructional leadership.

An overall GPA of 3.00 on a 4.00 scale on all course work attempted is required for program completion before July 1, 2017. Effective July 1, 2017, and thereafter, students must attain a 3.25 GPA to graduate from this program.

Successful completion of the appropriate Praxis II examination is required before taking Internship, IL 566 and IL 576.

Applicants must submit three Graduate Reference Forms, one of which must be completed by the applicant's principal.

Experience verification from the applicant's school system or systems showing three years of full-time acceptable professional educational experience in a P-12 setting, which must include at least one full year of full time P-12 classroom teaching experience, prior to admission to the program.

Students in this program are required to purchase College LiveText. College LiveText Education Solutions is a complete development, management, and assessment solution specifically designed for college and universities. Additional information on College LiveText can be obtained at

<http://www.livetext.com>.

REDUCED CREDIT HOUR OPTION FOR CERTIFICATION IN INSTRUCTIONAL LEADERSHIP AT THE MASTER'S DEGREE LEVEL

Effective spring 2015, the reduced credit hour option program was made available for which students could apply. The following courses have been approved by the Alabama State Department of Education:

EFD 552	Diversity Issues in Education (3)
IL 510	Research in Instructional Leadership (3)
IL 555	Management of the Learning Organization I (3)
IL 564	Law and Ethics (3)
IL 566	Internship in Instructional Leadership (3)
IL 576	Internship in Instructional Leadership and Residency (3)

Notes:

Admission to this program requires fifth-year (master's) degree and valid Alabama certification at the Class A level. **All instructional leadership majors must be unconditionally accepted into the program before enrolling in any IL courses.**

Completion of this program leads to eligibility for fifth-year (master's) teacher certification in instructional leadership.

An overall GPA of 3.00 on a 4.00 scale on all course work attempted is required for program completion before July 1, 2017. Effective July 1, 2017, and thereafter, students must attain a 3.25 GPA to graduate from this program.

Successful completion of the appropriate Praxis II examination is required before taking Internship, IL 566 and IL 576.

Experience verification from the applicant's school system or systems must show three years of full-time, satisfactory professional educational experience in a P-12 setting, which must include P-12 classroom teaching experience for at least one year, and is required prior to admission to the program.

Students in this program are required to purchase CollegeLiveText. CollegeLiveText Education Solutions is a complete development, management, and assessment solution specifically designed for college and universities. Additional information on CollegeLiveText can be obtained at <http://www.livetext.com>.

Applicants must submit three Graduate Reference Forms. One form must be completed by the applicant's principal or immediate supervisor, another form must be from the superintendent, and the third form from an individual who can provide qualitative assessment of your potential for success in graduate course work. Reference forms will be submitted electronically. Instructions for submission will be sent through email to the applicant upon submission of the online graduate application.

**MASTER OF SCIENCE IN EDUCATION
MAJOR: LIBRARY MEDIA (P-12)**

Prerequisite Courses (0-4 semester hours):

ED 500	Introduction to Graduate Education and Technology (1) (Discipline specific section required first semester of enrollment.)
*SPE 500	Survey Course in Special Education (3) (*Students who have not previously satisfied the special education requirement at the undergraduate, graduate level must take SPE 500.)

Foundational Courses (9 semester hours):

EFD 500	Research in Education (3)
EFD 552	Diversity in Education (3)
EFD 560	Psychological Principles of Learning (3)***

Library Media Courses (27 semester hours):

EIM 504	Learning through Interactive Technologies (3)
EIM 505	Curriculum Integration of Technology (3)
EIM 551	Technology in School Environments (3)
LM 512	Children and Young Adult Literature (3)
LM 513	Management of Media Centers (3)
LM 530	Librarian as Instructional Partner (3)
LM 531	Trends, Issues, Innovation and Leadership in Libraries & Schools (3)
LM 532	Collection Management, Cataloging & Reference (3)
LM 515	Internship in Media Services (3)

36-40* Graduate Semester Hours Required for this Degree – 100% online

Notes:

****Prospective media specialists who already have experience as a classroom teacher can choose to substitute an appropriate elective (as per advisement by LM staff) for EFD 560 if desired. Electives could include classes such as EIM 503, EIM 515, EED 509, ESE 505 or SPE 520.*

Eligibility for this program requires fourth-year (bachelor's) teacher certification in any area of education.

Completion of this program leads to eligibility for fifth-year (master's) teacher certification in library media (P-12).

Candidates eligible (to enroll in courses in a Class A teaching field program) may complete no more than five approved program courses prior to unconditional admission to the program (this includes transfer credit). Exceptions to this rule must be approved by the Dean of the School of Education and the Director of Graduate Studies. Successful completion of the appropriate Praxis II examination is required prior to Internship, LM 515.

Experience verification from the applicant's school system or systems showing two years of teaching experience is required prior to graduation from the program. Students who enroll in Library Media or School Counseling **as of July 1, 2017, and thereafter**, must have completed two years of full-time acceptable education work experience in a P-12 setting prior to admission to the program. As of July 1, 2017, and thereafter, students must have two full years of full-time acceptable education work experience prior to unconditional acceptance.

Students in this program are required to purchase College LiveText. College LiveText Education Solutions is a complete development, management, and assessment solution specifically designed for colleges and universities. Additional information on College LiveText can be obtained at <http://www.livetext.com>.

**MASTER OF SCIENCE IN EDUCATION
MAJOR: PHYSICAL EDUCATION
CONCENTRATION: P-12 TEACHER EDUCATION**

Core Requirements (12 semester hours):

HPE 537	Diversity Issues and Trends in Wellness and Sport Studies (3)
HPE 540	Law and Ethics in Wellness and Sport Studies (3)
HPE 553	Applied Exercise Physiology I (3)
HPE 578	Research in Wellness and Sport Studies (3)

P-12 Teacher Education Concentration (18-21 semester hours):

HPE 500	Foundations of Health and Physical Education (3)
	OR
HPE 502	Sociology of Sport (3)
HPE 510	Physical Education Curriculum (3)
HPE 515	Assessment in Health and Physical Education (3)
HPE 520	Best Practices in PE (3)
HPE 554	Applied Exercise Physiology II (3)
	OR
HPE 583	Perceptual Motor Development (3)
HPE 590	Directed Study in Wellness and Sport Studies (3)
*SPE 500	Survey Course in Special Education (3)

*Students who have not previously satisfied the special education requirement at the undergraduate or graduate level must take SPE 500. Students who previously satisfied the special education requirement at the undergraduate level must take a state-approved diversity course by advisement. However, HPE 537 will meet the requirement.

30-33* Graduate Semester Hours Required for this Degree

Notes:

Admission to this program requires clear and renewable teacher certification (i.e., Class B certification, bachelor's level certification) in physical education from an accredited institution. Completion of this program leads to eligibility for fifth-year (Alabama Class A) teacher certification in physical education (P-12).

Candidates admitted (to enroll in courses in a Class A teaching field program) may complete no more than five approved program courses prior to unconditional admission to the program (this includes transfer credit). Exceptions to this rule must be approved by the Dean of the School of Education and the Director of Graduate Studies.

The MSE degree with a major in physical education and a concentration in P-12 Teacher Education is a two-year online program. It may be possible to complete the program requirements in less than two years depending on the frequency of course offerings.

Students in this program are required to purchase College LiveText. College LiveText Education Solutions is a complete development, management, and assessment solution specifically designed for colleges and universities. Additional information on College LiveText can be obtained at <http://www.livetext.com>.

MASTER OF SCIENCE IN EDUCATION
MAJOR: PHYSICAL EDUCATION
CONCENTRATION: HUMAN PERFORMANCE (non-teacher certification)

Core Requirements (12 semester hours):

HPE 537	Diversity Issues and Trends in Wellness and Sport Studies (3)
HPE 540	Law and Ethics in Wellness and Sport Studies (3)
HPE 553	Applied Exercise Physiology I (3)
HPE 578	Research in Wellness and Sport Studies (3)

Human Performance Concentration (18 semester hours):

HPE 531	Clinical Cardiopulmonary Physiology (3)
HPE 539	Diet and Performance (3)
HPE 554	Applied Exercise Physiology II (3)
HPE 583	Perceptual Motor Development (3)
HPE 590	Directed Study in Wellness and Sport Studies (3)
HPE 536	Advanced Nutrition Therapy (3)
	OR
FCS 537	Advanced Methods of Nutritional Assessment (3)

30 Graduate Semester Hours Required for this Degree

Notes:

Admission to this program requires completion of a fourth-year (bachelor's) degree in Exercise Science or a **closely related field**. Undergraduate deficiencies may be required to meet program admission.

The graduate concentration in Human Performance is designed to prepare students for advanced study in exercise physiology and future employment in strength and conditioning, adult fitness and wellness and corporate fitness. Special attention is also given to knowledge and skills necessary for certification (Certified Strength and Conditioning Specialist) and American College Sports Medicine certifications (e.g., Personal Trainer, Health/Fitness Specialist). The Human Performance program prepares graduates for interaction with both healthy populations and populations that are affected by chronic diseases (e.g., CVD, diabetes) and the functional changes that occur during exercise with these populations.

**MASTER OF SCIENCE IN EDUCATION
MAJOR: PHYSICAL EDUCATION
CONCENTRATION: NUTRITION (non-teacher certification)**

Core Requirements (12 semester hours):

HPE 537	Diversity Issues and Trends in Wellness and Sport Studies (3)
HPE 540	Law and Ethics in Wellness and Sport Studies (3)
HPE 553	Applied Exercise Physiology I (3)
HPE 578	Research in Wellness and Sport Studies (3)

Nutrition Concentration (18 semester hours):

HPE 531	Clinical Cardiopulmonary Physiology (3)
	OR
HPE 554	Applied Exercise Physiology II (3)
HPE 539	Diet and Performance (3)
HPE 590	Directed Study in Wellness and Sport Studies (3)
FCS 536	Advanced Nutrition Therapy (3)
FCS 537	Advanced Methods of Nutritional Assessment (3)
FCS 538	Critical Issues in Nutrition and Food Science (3)

30 Graduate Semester Hours Required for this Degree

Notes:

Admission to this program requires completion of a fourth-year (bachelors) degree in Exercise Science, Nutrition, or a **closely related field**. Undergraduate deficiencies may be required to meet program admission.

The graduate concentration in Nutrition at Jacksonville State University is designed to prepare students for advanced study in nutrition and future employment in the field of nutrition and related careers in wellness and corporate fitness. Special attention is also given to knowledge and skills necessary for students preparing for the ISSN Certified Sport Nutrition exam and potentially preparing for a program leading to becoming a Registered Dietitian. The Nutrition program prepares graduates for interaction with both healthy active populations and populations that are affected by chronic diseases (e.g., CVD, diabetes) and the impact of nutritional interventions in these populations.

**MASTER OF SCIENCE IN EDUCATION
MAJOR: READING SPECIALIST (P-12)**

Core Requirements (12 semester hours):

EFD 500	Research in Education (3)
EED 509	21 st Century Teaching and Learning (3)
EED 550	Diversity in Today's Classroom (3)
RDG 546	Multicultural Literature (3)

Teaching Field Requirements (24 semester hours):

RDG 538	Teaching Reading in ECE (3)
RDG 542	Strategic Reading Across the Curriculum (3)
RDG 545	Teaching Language Arts (3)
RDG 567	Literacy Theory and Practice (3)
RDG 572	Assessment and Diagnosis in Reading (3)
RDG 573	Intervention Strategies for Reading Instruction (3)
RDG 574	Practicum for Teachers of Reading (3)
RDG 575	Internship in Organization and Supervision of Reading Programs (3)

Diversity Requirement (3 semester hours):

SPE 500	Survey of Special Education (3) is required unless SPE 300 was satisfied at the undergraduate level. If SPE 300 has already been satisfied at the undergraduate or graduate level, candidates must choose ONE of the following courses to satisfy the diversity requirement: <ul style="list-style-type: none"> • SPE 532 - Methods and Strategies for Enrichment: Teaching Gifted Students in the Inclusive Classroom (3) • RDG 530 - Methods and Materials for Reading: Teaching Students with Exceptionalities in the Inclusive Setting (3) • EED 548 - Methods for Multicultural Classrooms (3)
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39* Graduate Semester Hours Required for this Degree

Notes:

Eligibility for this program requires a fourth-year (bachelor's) level teaching certificate. Students who hold a certificate in areas other than early childhood education, elementary education, or special education must complete two undergraduate reading courses of which one must be an introductory reading course – OR – achieve a passing score on the Praxis II Teaching Reading test validated for use in Alabama.

Candidates eligible (to enroll in courses in a Class A teaching field program) may complete no more than five approved program courses prior to unconditional admission to the program (this includes transfer credit). Exceptions to this rule must be approved by the Dean of the School of Education and the Director of Graduate Studies.

Completion of this program leads to eligibility for fifth-year (master's level) teacher certification in reading specialist (P-12).

Successful completion of the appropriate Reading Specialist Praxis II examination is required before taking Practicum, RDG 574.

Experience verification from the applicant's school system or systems showing two years of full-time teaching experience is required prior to enrollment in classes.

Students in this program are required to purchase College LiveText. College LiveText Education Solutions is a complete development, management, and assessment solution specifically designed for colleges and universities. Additional information on College LiveText can be obtained at <http://www.livetext.com>.

**MASTER OF SCIENCE IN EDUCATION
MAJOR: SECONDARY EDUCATION
TEACHING FIELD: BIOLOGY (6-12)**

Core Requirements (19-22 semester hours):

ED 500	Introduction to Graduate Education and Technology (1) (Discipline specific section required first semester of enrollment.)
ESE 500	Research and Statistics in Secondary Education (3)
ESE 502	Curriculum Development in Secondary Schools (3)
EFD 560	Psychological Principles of Learning (3)
ESE 567	Literacy Theory and Practice (3)
ESE 573	Critical Inquiry in Biology and General Science (3)
*SPE 500	Survey Course in Special Education (3) (Students who have not previously satisfied the special education requirement at the undergraduate or graduate level must take SPE 500.)

Choose *one* from the following:

ESE 531	Philosophy of Adolescent Education (3)
EAD 564	Law and Politics of Education (3)

Teaching Field Requirements (12 semester hours):

By faculty advisement, select 12 graduate semester hours in biology or marine biology. At least six of the 12 semester hours selected must be numbered at the 500 level.

31-34* Graduate Semester Hours Required for this Degree

Notes:

Eligibility for this program requires fourth-year (bachelor's) teaching certification in biology or general science.

Completion of this program leads to eligibility for fifth-year (master's) teacher certification in biology (6-12). **Students who hold a current certificate in General Science must pass the appropriate Praxis II exam for Biology prior to certification application for the Class A certificate in Biology.**

Candidates eligible (to enroll in courses in a Class A teaching field program) may complete no more than five approved program courses prior to unconditional admission to the program (this includes transfer credit). Exceptions to this rule must be approved by the Dean of the School of Education and the Director of Graduate Studies.

This major requires a minimum GPA of 3.00 in the course work in the teaching field. Transfer credit cannot be used to raise the GPA in this teaching field course work to the required 3.00. **A 3.25 GPA is required for completion of this major effective July 1, 2017, and thereafter.**

Students in this program are required to purchase College LiveText. Additional information on College LiveText can be obtained at <http://www.livetext.com>.

**MASTER OF SCIENCE IN EDUCATION
MAJOR: SECONDARY EDUCATION
TEACHING FIELD: BUSINESS MARKETING EDUCATION (6-12)**

Core Requirements (19-22 semester hours):

ED 500	Introduction to Graduate Education and Technology (1) (Discipline specific section required first semester of enrollment.)
ESE 500	Research and Statistics in Secondary Education (3)
ESE 502	Curriculum Development in Secondary Schools (3)
EFD 560	Psychological Principles of Learning (3)
ESE 567	Literacy Theory and Practice (3)
*SPE 500	Survey Course in Special Education (3) (Students who have not previously satisfied the special education requirement at the undergraduate or graduate level must take SPE 500.)
CTE 560	Advanced Methods of Teaching CTE (3)
CTE 500	The History and Philosophies of CTE (3)

Teaching Field Requirements (12 semester hours):

BA 501	Organizational Communication (3)
ACC 512	Accounting Information Analysis (3)
MKT 513	Marketing Administration (3)
EC 515	Managerial Economics (3)
	OR
FIN 515	Financial Management (3)

31-34* Graduate Semester Hours Required for this Degree

Notes:

Eligibility for this program requires a fourth-year (bachelor's) teaching certificate in Business Marketing Education.

Completion of this program leads to eligibility for fifth-year (master's) teacher certification in Business Marketing Education.

This major requires a minimum GPA of 3.00 in the course work in the teaching field. Transfer credit cannot be used to raise the GPA in this teaching field course work to the required 3.00. **A 3.25 GPA is required for completion of this major effective July 1, 2017, and thereafter.**

Candidates eligible (to enroll in courses in a Class A teaching field program) may complete no more than five approved program courses prior to unconditional admission to the program (this includes transfer credit). Exceptions to this rule must be approved by the Dean of the School of Education and the Director of Graduate Studies.

Students in this program are required to purchase College LiveText. College LiveText Education Solutions is a complete development, management, and assessment solution specifically designed for colleges and universities. Additional information on College LiveText can be obtained at <http://www.livetext.com>.

**MASTER OF SCIENCE IN EDUCATION
MAJOR: SECONDARY EDUCATION
TEACHING FIELD: ENGLISH LANGUAGE ARTS (6-12)**

Core Requirements (19-22 semester hours):

ED 500	Introduction to Graduate Education and Technology (1) (Discipline specific section required first semester of enrollment.)
ESE 500	Research and Statistics in Secondary Education (3)
ESE 502	Curriculum Development in Secondary Schools (3)
EFD 560	Psychological Principles of Learning (3)
ESE 567	Literacy Theory and Practice (3)
ESE 572	Critical Inquiry in English Language Arts (3)
*SPE 500	Survey Course in Special Education (3) (Students who have not previously satisfied the special education requirement at the undergraduate or graduate level must take SPE 500.)

Choose *one* from the following:

ESE 531	Philosophy of Adolescent Education (3)
EAD 564	Law and Politics of Education (3)

Teaching Field Requirements (12 semester hours):

By faculty advisement, select 12 graduate semester hours in English Language Arts to include at least one course from two of the following areas: speech, drama, or communication. At least six of the 12 semester hours selected must be numbered at the 500 level.

***Elective (3 semester hours):**

By faculty advisement, three graduate semester hours of electives must be selected from courses numbered at the 400G or 500 levels.

31-34* Graduate Semester Hours Required for this Degree

Notes:

Eligibility for this program requires a fourth-year (bachelor's) teaching certificate in English or English Language Arts.

Completion of this program leads to eligibility for fifth-year (master's) teacher certification in English Language Arts.

This major requires a minimum GPA of 3.00 in the course work in the teaching field. Transfer credit cannot be used to raise the GPA in this teaching field course work to the required 3.00. **A 3.25 GPA is required for completion of this major effective July 1, 2017, and thereafter.**

Candidates eligible (to enroll in courses in a Class A teaching field program) may complete no more than five approved program courses prior to unconditional admission to the program (this includes transfer credit). Exceptions to this rule must be approved by the Dean of the School of Education and the Director of Graduate Studies.

Students in this program are required to purchase College LiveText. College LiveText Education Solutions is a complete development, management, and assessment solution specifically designed for colleges and universities. Additional information on College LiveText can be obtained at <http://www.livetext.com>.

**MASTER OF SCIENCE IN EDUCATION
MAJOR: SECONDARY EDUCATION
TEACHING FIELD: FAMILY AND CONSUMER SCIENCES (6-12)**

Core Requirements (19-22 semester hours):

ED 500	Introduction to Graduate Education and Technology (1) (Discipline specific section required first semester of enrollment.)
ESE 500	Research and Statistics in Secondary Education (3)
ESE 502	Curriculum Development in Secondary Schools (3)
EFD 560	Psychological Principles of Learning (3)
ESE 567	Literacy Theory and Practice (3)
CTE 560	Advanced Methods for Career and Technical Education (3)
*SPE 500	Survey Course in Special Education (3) (Students who have not previously satisfied the special education requirement at the undergraduate or graduate level must take SPE 500.)

Choose *one* from the following:

ESE 561	Foundations of Secondary Education (3)
EAD 564	Law and Politics of Education (3)

Teaching Field Requirements (12 semester hours):

CTE 500	History and Philosophy of Career and Technical Education (3)
FCS 526	Contemporary Issues in Textiles and Fashion (3)
FCS 538	Critical Issues in Nutrition and Food Sciences (3)
FCS 552	Advanced Human Development and Family Relations (3)

31-34* Graduate Semester Hours Required for this Degree

Notes:

Eligibility for this program requires fourth-year (bachelor's) teacher certification in family and consumer sciences.

Completion of this program leads to eligibility for fifth-year (master's) teacher certification family and consumer science.

This major requires a minimum GPA of 3.00 in the course work in the teaching field. Transfer credit cannot be used to raise the GPA in this teaching field course work to the required 3.00. **A 3.25 GPA is required for completion of this major effective July 1, 2017, and thereafter.**

Candidates eligible (to enroll in courses in a Class A teaching field program) may complete no more than five approved program courses prior to unconditional admission to the program (this includes transfer credit). Exceptions to this rule must be approved by the Dean of the School of Education and the Director of Graduate Studies.

Students in this program are required to purchase College LiveText. College LiveText Education Solutions is a complete development, management, and assessment solution specifically designed for colleges and universities. Additional information on College LiveText can be obtained at <http://www.livetext.com>.

**MASTER OF SCIENCE IN EDUCATION
MAJOR: SECONDARY EDUCATION
TEACHING FIELD: GENERAL SCIENCE (6-12)**

Core Requirements (19-22 semester hours):

ED 500	Introduction to Graduate Education and Technology (1) (Discipline specific section required first semester of enrollment.)
ESE 500	Research and Statistics in Secondary Education (3)
ESE 502	Curriculum Development in Secondary Schools (3)
EFD 560	Psychological Principles of Learning (3)
ESE 567	Literacy Theory and Practice (3)
ESE 573	Critical Inquiry in Biology and General Science (3)
*SPE 500	Survey Course in Special Education (3) (Students who have not previously satisfied the special education requirement at the undergraduate or graduate level must take SPE 500.)

Choose *one* from the following:

ESE 531	Philosophy of Adolescent Education (3)
EAD 564	Law and Politics of Education (3)

Teaching Field Requirements (12 semester hours):

By faculty advisement, select 12 graduate semester hours in general science to include at least one course from two of the following areas: biology, marine biology, chemistry, earth and space science, or physics. For earth and space science courses, see course descriptions in the geography section of this bulletin. At least six of the 12 semester hours selected must be numbered at the 500 level.

31-34* Graduate Semester Hours Required for this Degree

Notes:

Eligibility for this program requires a fourth-year (bachelor's) teaching certificate in general science.

Completion of this program leads to eligibility for fifth-year (master's) teacher certification in general science (6-12).

This major requires a minimum GPA of 3.00 in the course work in the teaching field. Transfer credit cannot be used to raise the GPA in this teaching field course work to the required 3.00. **A 3.25 GPA is required for completion of this major effective July 1, 2017, and thereafter.**

Candidates eligible (to enroll in courses in a Class A teaching field program) may complete no more than five approved program courses prior to unconditional admission to the program (this includes transfer credit). Exceptions to this rule must be approved by the Dean of the School of Education and the Director of Graduate Studies.

Students in this program are required to purchase College LiveText. College LiveText Education Solutions is a complete development, management, and assessment solution specifically designed for colleges and universities. Additional information on College LiveText can be obtained at <http://www.livetext.com>.

**MASTER OF SCIENCE IN EDUCATION
MAJOR: SECONDARY EDUCATION
TEACHING FIELD: GENERAL SOCIAL STUDIES (6-12)**

Core Requirements (19-22 semester hours):

ED 500	Introduction to Graduate Education and Technology (1) (Discipline specific section required first semester of enrollment.)
EFD 560	Psychological Principles of Learning (3)
ESE 500	Research and Statistics in Secondary Education (3)
ESE 502	Curriculum Development in Secondary Schools (3)
ESE 567	Literacy Theory and Practice (3)
ESE 571	Critical Inquiry in History and Social Science (3)
*SPE 500	Survey Course in Special Education (3) (Students who have not previously satisfied the special education requirement at the undergraduate or graduate level must take SPE 500.)

Choose *one* from the following:

EAD 564	Law and Politics of Education (3)
ESE 531	Philosophy and History of Education (3)

Teaching Field Requirements (12 semester hours):

By faculty advisement, select 12 graduate semester hours in social science to include at least one course from two of the following areas: economics, geography, history, political science, or psychology. At least six of the 12 semester hours selected must be numbered at the 500 level.

31-34* Graduate Semester Hours Required for this Degree

Notes:

Eligibility for this program requires fourth-year (bachelor's) teaching certificate in social studies.

Completion of this program leads to eligibility for fifth-year (master's) teacher certification social studies.

This major requires a minimum GPA of 3.00 in the course work in the teaching field. Transfer credit cannot be used to raise the GPA in this teaching field course work to the required 3.00. **A 3.25 GPA is required for completion of this major effective July 1, 2017, and thereafter.**

Candidates eligible (to enroll in courses in a Class A teaching field program) may complete no more than five approved program courses prior to unconditional admission to the program (this includes transfer credit). Exceptions to this rule must be approved by the Dean of the School of Education and the Director of Graduate Studies.

Students in this program are required to purchase College LiveText. College LiveText Education Solutions is a complete development, management, and assessment solution specifically designed for colleges and universities. Additional information on College LiveText can be obtained at

<http://www.livetext.com>.

**MASTER OF SCIENCE IN EDUCATION
MAJOR: SECONDARY EDUCATION
TEACHING FIELD: HISTORY (6-12)**

Core Requirements (19-22 semester hours):

ED 500	Introduction to Graduate Education and Technology (1) (Discipline specific section required first semester of enrollment.)
ESE 500	Research and Statistics in Secondary Education (3)
ESE 502	Curriculum Development in Secondary Schools (3)
EFD 560	Psychological Principles of Learning (3)
ESE 567	Literacy Theory and Practice (3)
ESE 571	Critical Inquiry in History and Social Science (3)
*SPE 500	Survey Course in Special Education (3) (Students who have not previously satisfied the special education requirement at the undergraduate or graduate level must take SPE 500.)

Choose *one* from the following:

ESE 531	Philosophy of Adolescent Education (3)
EAD 564	Law and Politics of Education (3)

Teaching Field Requirements (12 semester hours):

By faculty advisement, select 12 graduate semester hours in history. At least six of the 12 semester hours selected must be numbered at the 500 level.

31-34* Graduate Semester Hours Required for this Degree

Notes:

Eligibility for this program requires a fourth-year (bachelor's) teaching certificate in history or social studies.

Completion of this program leads to eligibility for fifth-year (master's) teacher certification in history. **Students who hold a current certificate in Social Studies must pass the appropriate Praxis II exam for World and US History prior to certification application for the Class A certificate in History.**

This major requires a minimum GPA of 3.00 in the course work in the teaching field. Transfer credit cannot be used to raise the GPA in this teaching field course work to the required 3.00. **A 3.25 GPA is required for completion of this major effective July 1, 2017, and thereafter.**

Candidates eligible (to enroll in courses in a Class A teaching field program) may complete no more than five approved program courses prior to unconditional admission to the program (this includes transfer credit). Exceptions to this rule must be approved by the Dean of the School of Education and the Director of Graduate Studies.

Students in this program are required to purchase College LiveText. College LiveText Education Solutions is a complete development, management, and assessment solution specifically designed for colleges and universities. Additional information on College LiveText can be obtained at <http://www.livetext.com>.

**MASTER OF SCIENCE IN EDUCATION
MAJOR: SECONDARY EDUCATION
TEACHING FIELD: MATHEMATICS (6-12)**

Core Requirements (19-22 semester hours):

ED 500	Introduction to Graduate Education and Technology (1) (Discipline specific section required first semester of enrollment.)
ESE 500	Research and Statistics in Secondary Education (3)
ESE 502	Curriculum Development in Secondary Schools (3)
EFD 560	Psychological Principles of Learning (3)
ESE 567	Literacy Theory and Practice (3)
ESE 570	Critical Inquiry in Mathematics (3)
*SPE 500	Survey Course in Special Education (3) (Students who have not previously satisfied the special education requirement at the undergraduate or graduate level must take SPE 500.)

Choose *one* from the following:

ESE 531	Philosophy of Adolescent Education (3)
EAD 564	Law and Politics of Education (3)

Teaching Field Requirements (12 semester hours):

By faculty advisement, select 12 graduate semester hours in mathematics. At least 6 of the 12 semester hours selected must be numbered at the 500 level.

31-34* Graduate Semester Hours Required for this Degree

Notes:

Eligibility for this program requires a fourth-year (bachelor's) teaching certificate in mathematics. Completion of this program leads to eligibility for fifth-year (master's) teacher certification in mathematics.

This major requires a minimum GPA of 3.00 in the course work in the teaching field. Transfer credit cannot be used to raise the GPA in this teaching field course work to the required 3.00. **A 3.25 GPA is required for completion of this major effective July 1, 2017, and thereafter.**

Candidates eligible (to enroll in courses in a Class A teaching field program) may complete no more than five approved program courses prior to unconditional admission to the program (this includes transfer credit). Exceptions to this rule must be approved by the Dean of the School of Education and the Director of Graduate Studies.

Students in this program are required to purchase College LiveText. College LiveText Education Solutions is a complete development, management, and assessment solution specifically designed for colleges and universities. Additional information on College LiveText can be obtained at <http://www.livetext.com>.

**MASTER OF SCIENCE IN EDUCATION
MAJOR: SPECIAL EDUCATION COLLABORATIVE TEACHER (K-6) (6-12)**

Core Requirements (15 semester hours):

EFD 500	Research in Education (3)
EED 550	Diversity in Today's Classroom (3)
SPE 520	Technology for SPE (3)
SPE 509	Data Analysis (K-12) (3)
SPE 570	Action Research in SPE (3)

Teaching Field Requirements (21 semester hours):

SPE 525	Collaborative Math Strategies (K-12) (3)
RDG 530	Methods and Materials for Reading: Teaching Students with Exceptionalities in the Inclusive Setting (3)
SPE 527	Methods and Materials, Severe Disabilities (K-12) (3)
SPE 528	Methods and Materials, Mild Disabilities (K-12) (3)
SPE 533	Applied Behavior Analysis in SPE (3)
SPE 551	Practicum in Mild Disabilities (K-12) (3)
SPE 563	Practicum in Severe Disabilities (K-12) (3)

Diversity Requirement (3 semester hours):

SPE 500 Survey of Special Education (3) is required unless SPE 300 was satisfied at the undergraduate level. If SPE 300 has already been satisfied at the undergraduate or graduate level, candidates must choose ONE of the following courses to satisfy the diversity requirement:

- SPE 532 - Methods and Strategies for Enrichment: Teaching Gifted Students in the Inclusive Classroom (3)
- EED 548 - Methods for Multicultural Classrooms (3)

39* Graduate Semester Hours Required for this Degree

Notes:

Eligibility for this program requires fourth-year (bachelor's) teacher certification in Special Education Collaborative Teacher (K-12) (6-12) or any area of special education except gifted-talented. Completion of this program leads to eligibility for fifth-year (master's) teacher certification in Special Education Collaborative Teacher (K-6) (6-12).

Students in this program are required to purchase College LiveText. College LiveText Education Solutions is a complete development, management and assessment solution specifically designed for colleges and universities. Additional information on College LiveText can be obtained at <http://www.college.livetext.com>.

Successful completion of the Praxis II exam is required prior to completion of the program.

Candidates who have bachelor's level certification in a field other than Special Education Collaborative Teacher or any area of special education except gifted-talented, wishing to pursue advanced certification in Special Education Collaborative Teacher, must complete the Alternative Master's Program in Special Education Collaborative Teacher.

MASTER OF SCIENCE MAJOR: INSTRUCTIONAL TECHNOLOGY

The Instructional Technology program will equip individuals with the knowledge and skills necessary to guide educational practitioners in the use of emerging technologies to improve teaching and learning. Program participants will develop knowledge and skills in foundations of instructional design, software applications, e-learning modules and course development, and assessment and evaluation techniques. **This program is not a teacher certification program; it is a non-certification program.**

Important dates for applications and receipt of all required application materials for the MS in Instructional Technology are July 1 for fall admission, November 1 for spring admission, and April 1 for summer admission.

APPLICATION PROCEDURES FOR THE MS WITH A MAJOR IN INSTRUCTIONAL TECHNOLOGY

All of the following documents must be submitted to Graduate Admissions, Jacksonville State University, 700 Pelham Road North, Jacksonville, Alabama 36265-1602, to be considered for admission:

1. Completed JSU Graduate Application for Admission (available online at www.jsu.edu/graduate/admission/grad.app.html).
2. Non-refundable \$35 application processing fee.
3. Official transcripts from all colleges/universities with degrees posted. (Students who have previously attended JSU do not need to request a transcript from the university.)
4. Official test scores on the GRE or the MAT (please refer to pages 17-18 of this bulletin) taken within five years of enrollment.
5. Three Graduate Reference Forms completed by individuals who can provide qualitative assessment of the applicant's potential for success in graduate course work. Reference forms will be submitted electronically. Instructions for submission will be sent through email to the applicant upon submission of the online graduate application.
6. If currently an educator, a copy of the candidate's Professional Educator Certificate.
7. A professional curriculum vita or resume.
8. If English is not the applicant's native language, the applicant is required to submit an official TOEFL score report or an IELTS score report (please refer to page 25 of this bulletin).

Applicants must meet one of the following formula requirements. For purposes of computing the undergraduate GPA, a 4.00 GPA is used. The plus (+) and the minus (-) grades from undergraduate transcripts are not used in calculating the GPA. Candidates admitted to the program may complete no more than five approved program courses prior to unconditional admission to the program (this includes transfer credit).

Unconditional Admission

450 times the undergraduate GPA plus the total score of verbal and quantitative sections of the General Test of the GRE is equal to or greater than a total of 2100 points

OR

15 times the undergraduate GPA plus the MAT score is equal to or greater than a total of 80 points.

Conditional Admission

Any applicant failing to meet the requirements for unconditional admission must meet one of the following conditional formula requirements:

450 times the undergraduate GPA plus the total score of verbal and quantitative section so of the General Test of the GRE is equal to or greater than a total of 1600 points (currently reviewed and recommended by the graduate faculty in the applicant's major and approved by the Director of Graduate Studies).

OR

15 times the undergraduate GPA plus the MAT score is equal to or greater than a total of 60 points (currently reviewed and recommended by the graduate faculty in the applicant's major and approved by the Director of Graduate Studies).

Applicants who are granted conditional admission must achieve a GPA of at least 3.00 on the first 12 graduate hours attempted. Failure to meet these conditions will result in the student being dropped from graduate studies.

MINIMUM REQUIREMENTS FOR THE MASTER OF SCIENCE PROGRAM IN INSTRUCTIONAL TECHNOLOGY

The course requirements and the minimum number of semester hours for each program are provided on each individual program of study sheet in the subsequent sections of the graduate bulletin. A comprehensive examination is required of all candidates for the master's degree. In preparation for the comprehensive examination, candidates should contact their academic advisor.

An overall GPA of 3.00 on a 4.00 scale is required on all course work attempted in the Instructional Technology master's program. **A 3.25 GPA is required for completion of this major effective July 1, 2017, and thereafter.**

**MASTER OF SCIENCE
MAJOR: INSTRUCTIONAL TECHNOLOGY**

Prerequisite Requirements (0-1 semester hours):

*ED 500 Introduction to Graduate Education and Technology (1)

Foundation Requirements (6 semester hours):

EFD 500 Research in Education (3)

EFD 552 Diversity Issues in Education (3)

Instructional Technology Requirements (18 semester hours):

EIM 503 Technology Enhanced Teaching and Learning (3)

EIM 504 Learning through Interactive Technologies (3)

EIM 505 Digital Literacy in the Classroom (3)

EIM 517 Designing Virtual Learning Spaces (3)

EIM 551 Technology in School Environments (3)

EIM 555 Instructional Design (3)

Elective Requirements (Select two courses by advisement - 6 semester hours):

EFD 502 Curriculum Development (3)

EFD 560 Psychological Principles of Learning (3)

ESE 505 Educational Methods, Assessments, and Technology in Secondary Schools (3)

EED 509 21st Century Teaching and Learning (3)

EED 532 Issues and Trends in Elementary Education (3)

**SPE 500 Survey Course in Special Education (3)

SPE 509 Data Analysis, K-12 (3)

SPE 520 Technology for Special Education (3)

Other elective(s) as deemed suitable by student's advisor

**30-31* Graduate Semester Hours Required for this Degree
Program is 100% Online**

*Students who did not take ED 500 (discipline specific section) as a master's student at JSU are required to take the course in the first semester of enrollment.

**Students who have not previously satisfied the special education requirement at the undergraduate, graduate, or PLU level must take SPE 500.

MINIMUM REQUIREMENTS FOR THE MS WITH A MAJOR IN SPORT MANAGEMENT

The chief objective of the Master of Science (MS) with a major in Sport Management is to provide students with the knowledge, skills, and abilities required to meet the demands of the job market in the sport industry. Students may enroll in the teacher certification concentration or the non-teacher certification concentration. Deadline dates for application and receipt of all required application materials for the sport management degree are: **November 1 for spring semester admission, April 1 for summer admission, and July 1 for fall semester admission.**

APPLICATION PROCEDURES FOR THE MS WITH A MAJOR IN SPORT MANAGEMENT

All of the following documents must be submitted to Graduate Admissions, Jacksonville State University, 700 Pelham Road North, Jacksonville, Alabama 36265-1602, to be considered for admission:

1. Completed JSU Graduate Application for Admission (available online at www.jsu.edu/graduate/admission/grad_app.html).
2. Non-refundable \$35 application processing fee.
3. Official transcripts from all colleges/universities with degrees posted. (Students who have previously attended JSU do not need to request a transcript from the university.)
4. Three Graduate Reference Forms completed by individuals who can provide qualitative assessment of the applicant's potential for success in graduate course work. Reference forms will be submitted electronically. Instructions for submission will be sent through email to the applicant upon submission of the online graduate application.
5. A professional curriculum vita or resume.
6. A letter of application explaining the applicant's interest in the field of sport management and delineating the applicant's career goals.
7. Official scores for the Graduate Record Examination (GRE) General Test (www.gre.org) or the Miller Analogies Test (MAT) (www.jsu.edu/ccservices/mat.html) will be required if the undergraduate degree posted GPA is below 2.75.
8. For students pursuing the teacher certification option in sport management: A copy of the applicant's teaching certificate must be available. In order to be admitted to the Class A Teacher Certification concentration, applicants need to possess a valid and renewable fourth-year bachelor's level teaching certificate in any area of education or a higher degree and fifth year teaching certification. As of July 1, 2017, ALSDE requires two full years of P-12 experience prior to unconditional admittance.
9. If English is not the applicant's native language, the applicant is required to submit an official TOEFL score report or an IELTS score report (please refer to page 25 of this bulletin).

Unconditional Admission to Class A Programs for Teaching Fields

Requirements for unconditional admission shall include a valid bachelor's level professional educator certificate in the same teaching field(s) in which the Class A Professional Educator Certificate is sought, except for special education and as prescribed in the rules for Alternative Class A programs, and reading specialist. If an individual is unconditionally admitted to a Class A program based on a valid bachelor's level professional educator certification from another state and completes a Class A program and subsequently applies for Alabama certification at the Class A level, then the individual must hold valid Alabama Class B certification before applying for Class AA certification.

ADMISSION REQUIREMENTS FOR THE MS WITH A MAJOR IN SPORT MANAGEMENT

Applicants who meet the general admission requirements to Graduate Admissions are eligible for admission to the MS with a major in sport management. A particular undergraduate major is not specified for admission to this program; however, a related field is recommended.

Applicants must meet one the of the following admission formula requirements. For purposes of computing the undergraduate GPA, a 4.00 grade point scale is used. The plus (+) and minus (-) grades from undergraduate transcripts are not used in calculating the GPA. Please use the following concordance tables when figuring your formula. GRE Verbal & Quantitative Concordance Tables

http://www.ets.org/s/gre/pdf/concordance_information.pdf; MAT Scaled Score Conversions <http://www.csustan.edu/advstd/mat.html>.

Unconditional Admission

Applicants are eligible for unconditional admission to the program with a GPA on the initial undergraduate degree of at least 3.25. As of July 1, 2017, ALSDE requires two full years of P-12 experience prior to unconditional admittance.

Conditional Admission

Applicants are eligible for conditional admission to the program with a GPA on the initial undergraduate degree of at least 2.75. Applicants who fail to meet the 2.75 GPA requirement must meet one of the following conditional admission formula requirements.

Conditional Admission Formula:

450 times the undergraduate GPA on the initial undergraduate degree plus total score of verbal and quantitative measures of the General Test of the GRE is equal to or greater than a total of 1800 points;

OR

15 times the undergraduate GPA on the initial undergraduate degree plus the MAT score is equal to or greater than a total of 80 points. The GRE or MAT must be taken within five years of enrollment.

Applicants who are granted conditional admission must achieve a GPA of at least 3.00 on the first 12 graduate hours attempted within a twelve-month time frame. Failure to meet these conditions will result in the student being dropped from graduate studies. Students who do not meet the requirements for conditional admission may take the GRE or MAT. The student's scores will be considered for admission by faculty.

**MASTER OF SCIENCE
MAJOR: SPORT MANAGEMENT**

Core Requirements (33 semester hours):

HPE 525	Current Issues and Trends in Athletics (3)
HPE 540	Law and Ethics in Wellness and Sport Studies (3)
HPE 563	Sport Finance (3)
HPE 564	Human Resources Management in Sport (3)
HPE 566	Public and Media Relations in Sport (3)
HPE 567	Sport Facility Administration and Design (3)
HPE 568	Administration of Athletics (3)
HPE 576	Sport Marketing (3)
HPE 586	Sport Promotion and Event Planning (3)
**HPE 591	Internship in Sport Management (3)
OR	
HPE 592	Internship in Sport Marketing and Administration (3)
*SPE 500	Survey Course in Special Education (3)

30-33* Graduate Semester Hours Required for this Degree

*Students who have not previously satisfied the special education requirement at the undergraduate or graduate level must take SPE 500. Students who previously satisfied the special education requirement at the undergraduate or graduate level must take a state-approved diversity course by advisement.

**Students pursuing the teacher certification concentration must enroll in this course.

Notes:

Admission to the **certification concentration** requires a minimum of fourth-year bachelor's level teacher certification in some area of education or a higher degree and fifth year certification. Completion of this program leads to eligibility for fifth-year (master's) teacher certification in sport management. **As of July 1, 2017, and thereafter, experience verification must show two full years of full-time, acceptable professional educational work experience prior to unconditional admission.**

Admission to the **non-certification concentration** does not require fourth-year bachelor's level teaching certification.

Candidates admitted (to enroll in courses in a Class A teaching field program) may complete no more than five approved program courses prior to unconditional admission to the program (this includes transfer credit). Exceptions to this rule must be approved by the Dean of the School of Education and the Director of Graduate Studies.

Students in this program are required to purchase College LiveText. College LiveText Education Solutions is a complete development, management, and assessment solution specifically designed for colleges and universities. Additional information on College LiveText can be obtained at <http://www.livetext.com>.

ALTERNATIVE CLASS A TEACHER CERTIFICATION PROGRAM

These alternative class A teacher certification programs are available to students who have completed a bachelor's degree from a regionally accredited institution in a field other than teacher education or for initial certification in a second teaching field. Available teaching fields leading to the master's degree and recommendation for teacher certification are listed below.

PROGRAMS OF STUDY ALTERNATIVE CLASS A TEACHER CERTIFICATION PROGRAM

Programs of study for the alternative class A teacher certification program leading to the Master of Science in Education (MSE) or the Master of Arts (MA) with a major in music and a concentration in music education provide a detailed description of the graduate course requirements for each program. The programs of study are listed below by degree, major, and concentration:

Master of Science in Education	Page
Early Childhood Education	159-160
Elementary Education	161-162
Physical Education	163-164
Secondary Education	
Biology	165-166
Business Marketing Education (6-12)	167-168
English Language Arts	169-170
Family and Consumer Sciences.....	171-172
General Science	173-174
General Social Studies.....	175-176
History	177-178
Mathematics	179-180
Special Education Collaborative Teacher (K-6)(6-12).....	181-182
Master of Arts with a Major in Music	
Music Education/Instrumental.....	183-184
Music Education/Vocal-Choral	185-186

Descriptions of the courses listed in the programs of study are found in the Description of Education Courses section of this bulletin.

APPLICATION MATERIALS REQUIRED FOR ALTERNATIVE CLASS A TEACHER CERTIFICATION PROGRAMS

Applicants for the alternative class A teacher certification programs must submit the following documentation to Graduate Admissions, Jacksonville State University, 700 Pelham Road North, Jacksonville, Alabama 36265-1602, to be considered for admission. Additional eligibility criteria may be found in each individual program section. Applicants will be permitted to enroll for one semester of graduate course work (only after degree posted transcripts have been received) while completing all other general application procedure requirements.

1. Completed JSU Graduate Application for Admission (available online at www.jsu.edu/graduate/admission/grad_app.html).
2. Non-refundable \$35.00 application processing fee.
3. Official transcripts from all colleges/universities with degrees posted. (Students who have previously attended JSU do not need to request a transcript from the university.)
4. Background check. Any candidate applying for admission to a state-approved teacher education program shall be required to be fingerprinted for a criminal history background check through the Alabama State Department of Education to the Alabama Bureau of Investigation (ABI) and the Federal Bureau of Investigation (FBI). Applicants should contact Cogent Systems at www.cogentid.com/alabama for directions in completing this process.
5. Official test scores on the General Test of the GRE or the MAT (please refer to pages 17-18 of this bulletin).
6. Three Graduate Reference Forms completed by individuals who can provide qualitative assessment of the applicant's potential for success in graduate course work. Reference forms will be submitted electronically. Instructions for submission will be sent through email to the applicant upon submission of the online graduate application.
7. After receiving the degree posted transcript in the Graduate Admissions Office, completion of an Alternative Class A Evaluation conducted by the Teacher Service Center.
8. If English is not the applicant's native language, the applicant is required to submit an official TOEFL score report, an IELTS score report, or a PTE score report (please refer to page 25 of this bulletin).

ADMISSION REQUIREMENTS FOR THE ALTERNATIVE CLASS A TEACHER CERTIFICATION PROGRAMS

Applicants for the alternative class A program must meet the admission requirements listed below:

1. Hold a GPA of 2.75 on the most recent undergraduate degree or a 3.00 GPA on the most recent master's degree. This GPA must be documented on the official transcript of the degree-granting regionally accredited institution and must be the GPA that was used as the basis for granting the degree.
2. Students may complete no more than 12 hours of graduate course work prior to removal of all undergraduate deficiencies. (See undergraduate course listings on each program of study.)
3. Contact the Teacher Service Center at (256) 782-5574 for an individual evaluation concerning undergraduate deficiencies and eligibility requirements prior to registration for classes in this program.

If at any time a student wishes to change from one alternative class A major or teaching field to another, the student must contact the Teacher Service Center for an evaluation concerning undergraduate deficiencies for the newly selected major or teaching field, and Graduate Studies must also be notified. The student must meet the admission and program requirements for the newly selected major or teaching field as specified in the bulletin current at the time the student is changing.

Students not enrolled for a one year period must receive department head approval before continuing coursework in the program and be re-evaluated by the Teacher Service Center.

Admission to Alternative Class A Programs

A person who is eligible for admission to an Alternative Class A program shall have earned a bachelor's or higher degree with a minimum grade point average (GPA) overall of 2.75. This GPA must be documented on the official transcript of the degree granting institution and must be the GPA that was used as the basis for granting the degree. In addition, the person must meet one of the following options:

- Earned a bachelor's degree from a regionally accredited college or university.
- Earned a bachelor's degree from a non-regionally accredited institution and an earned master's or higher degree from a regionally accredited institution, and has attained passing score on the prescribed Praxis II subject assessment of the Alabama Educator Certification Assessment Program (AECAP). This option is permitted only when both of the following conditions are met:
 - a. At the discretion of the administrative head of the unit and in accordance with institutional policy.
 - b. If there is a prescribed Praxis II subject assessment of the AECAP.
- Earned a bachelor's degree from a non-regionally accredited institution, holds a valid professional educator certificate in the state where the institution is geographically located, and has attained a passing score on the prescribed Praxis II subject assessment of the AECAP. This option is permitted only when both of the following conditions are met:

- a. At the discretion of the administrative head of the unit and in accordance with institutional policy.
- b. If there is a prescribed Praxis II subject assessment of the AECAP.

INTERNSHIP ELIGIBILITY REQUIREMENTS FOR ALTERNATIVE CLASS A TEACHER CERTIFICATION PROGRAM

Students are required to make formal application for the internship semester. In order to accommodate students with appropriate clinical settings, the following priority dates for applications have been established: **April 1 for the following fall semester and October 1 for the following spring semester.**

Please note that student teaching is offered only in the fall and spring semesters and must be taken the last semester before graduation. Also, all alternative class A students will have certain obligations at JSU during the internship semester. Alternative class A interns will be required to attend scheduled seminars, which will be held on the main JSU campus.

The seminars are designed to complement the pre-service teaching experience in order to provide an opportunity for reflection, professional growth, and exchanging of ideas. Application forms are available in the Office of Clinical Experiences, 311 Ramona Wood Hall.

Eligibility requirements for the internship semester:

1. The student must be fully admitted to the alternative class A program.
2. The internship semester is to be completed during the student's last semester of residence at JSU.
3. The student must have completed all courses, including teaching field courses.
4. The student must possess a graduate 3.00 GPA (a 3.25 GPA as of July 1, 2017, and thereafter) in each of the following areas:
 - a. All graduate hours to meet the alternative class A program requirements.
 - b. All graduate hours in the teaching field to meet the alternative class A program requirements.
 - c. All graduate hours in professional education courses to meet the alternative class A program requirements.
5. The internship is a stand-alone experience. The pre-service teacher shall not be enrolled in other courses during the normal operational hours of the schools where the internship is being completed.
6. The student will be required to take and pass the appropriate Praxis II examinations. A list of passing scores may be obtained at www.alsde.edu. For additional information, contact the Teacher Service Center, (256) 782-5574.
7. Alternative class A students planning to complete the internship while employed must supply proof of employment and appropriate certification to the Office of Clinical Experiences, 311 Ramona Wood Hall, by the priority dates.

APPLICATION REQUIREMENTS FOR INITIAL ALABAMA CERTIFICATION

1. Teacher education programs are approved by the Alabama State Board of

Education and are, therefore, subject to periodic revision resulting from changes in State certification requirements. Subsequently, modifications in students' programs may become necessary at any time resulting in additions and/or deletions of program requirements. Issuance of Alabama teaching certificates is the legal responsibility of the Alabama State Department of Education. Universities cannot issue a professional certificate. To be eligible to apply for certification, a student must complete an appropriate course of study at a college or university that has been approved by the State Board of Education to offer a program leading to the desired certificate. When a student completes the course of study, the institution recommends to the State Department of Education that the appropriate certificate be issued.

2. The student, during his/her last semester of course work, is to obtain an application form for certification from the Alabama State Department of Education website (www.alsde.edu) or the Teacher Service Center, 207 Ramona Wood Hall. The appropriate fees (money order or cashier's check made payable to the Alabama State Department of Education), which are forwarded with the student's credits to the State Department of Education by the Teacher Service Center, should accompany the application. Upon completion of the appropriate course of study, the institution recommends to the State Department of Education that the appropriate certificate be awarded. The university cannot recommend any student for certification who has not satisfied all State and university requirements for admission to and completion of an approved program.
3. To be eligible for recommendation for a certificate, the candidate must earn a passing score on the appropriate Praxis II examination and a written comprehensive examination that covers the content of the teaching field(s) and professional education.
4. No grade below "C" in professional studies or teaching field may be used to meet certification requirements.
5. Recommendation for certification must be made within five years of program completion. Recommendation after five years requires completion of a current program.

**ALTERNATIVE CLASS A PROGRAM
MASTER OF SCIENCE IN EDUCATION
MAJOR: EARLY CHILDHOOD EDUCATION (P-3)**

Core Requirements (27 semester hours):

ED 510	Academic Research for the Teacher (3)
EED 530	Methods for Language and Literacy (3)
EED 550	Diversity in the Modern Classroom (3)
RDG 520	Foundations of Teaching Reading (3)
RDG 521	Practicum in Teaching Reading (3)
ECE 533	Enhancing Learning Through Children's Literature (3)
RDG 547	Reading Diagnosis (3)
*ED 595	Internship in Education (3)
ED 596	Reflective Practices in Education (3)

(Must be taken concurrently with ED 595)

*ED 595, Internship in Education, is equivalent to undergraduate student teaching and requires a semester long internship in the public schools. This must be scheduled during the last semester of course work.

Teaching Field Requirements (27 semester hours):

ECE 500	Materials and Methods (3)
ECE 501	Behavior and Development in Early Childhood (3)
ECE 507	Assessment for Children (3)
EED 509	Advanced 21 st Century Teaching and Learning (3)
EED 511	Mathematics for Children (3)
EED 512	Science for Children (3)
EED 513	Curriculum and Teaching in Social Studies (3)
ECE 530	Practicum for Young Children (3)
EED 514	Practicum in Content (3)

Diversity Requirements (3 semester hours):

SPE 500	Survey of Special Education (3) is required unless SPE 300 was satisfied at the undergraduate level. If SPE 300 has already been satisfied at the undergraduate or graduate level, candidates must choose ONE of the following courses to satisfy the diversity requirement: <ul style="list-style-type: none"> • SPE 532 Methods and Strategies for Enrichment: Teaching Gifted Students in the Inclusive Classroom (3) • RDG 530 Methods and Materials for Reading: Teaching Students with Exceptionalities in the Inclusive Setting (3) • EED 548 Methods for Multicultural Classrooms (3)
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57 Graduate Semester Hours Required for this Degree

Continued on next page.

Undergraduate Requirements - 2-50 hours of undergraduate course work to include the following:

- ED 300 Introduction to Teacher Education (2)
- 12 hours of Laboratory Science
- 12 hours of English/Language Arts
- 12 hours of Social/Behavioral Sciences
- 12 hours of Math

62-110 Total Undergraduate and Graduate Semester Hours Required for this Degree

Notes:

Students must meet eligibility requirements for the alternative class A teacher certification program.

Completion of this program leads to eligibility for class A (master's) teacher certification in early childhood education (P-3).

Candidates admitted (to enroll in courses in a Class A teaching field program) may complete no more than five approved program courses prior to unconditional admission to the program (this includes transfer credit). Exceptions to this rule must be approved by the Dean of the School of Education and the Director of Graduate Studies.

Successful completion of the appropriate Praxis II examination is required prior to internship for all alternative class A programs.

Successful completion of the appropriate Praxis II content exam will satisfy the 32/19 content area requirement and/or the 4 x 12 requirement in all Class A Alternative programs. Please see your academic advisor for more information concerning this option.

**ALTERNATIVE CLASS A PROGRAM
MASTER OF SCIENCE IN EDUCATION
MAJOR: ELEMENTARY EDUCATION (K-6)**

Core Requirements (27 semester hours):

ED 510	Academic Research for the Teacher (3)
SPE 520	Assistive Technology (3)
EED 550	Diversity in the Modern Classroom (3)
RDG 520	Foundations of Teaching Reading (3)
RDG 521	Practicum in Teaching Reading (3)
EED 533	Enhancing Learning Through Children's Literature (3)
RDG 547	Reading Diagnosis (3)
*ED 595	Internship in Education (3)
ED 596	Reflective Practices in Education (3)

(Must be taken concurrently with ED 595)

*ED 595, Internship in Education, is equivalent to undergraduate student teaching and requires a semester long internship in the public schools. This must be scheduled during the last semester of course work.

Teaching Field Requirements (24 semester hours):

RDG 546	Multicultural Literature (3)
ECE 507	Assessment for Children (3)
EED 509	Advanced 21 st Century Teaching and Learning (3)
EED 511	Mathematics for Children (3)
EED 512	Science for Children (3)
EED 513	Curriculum and Teaching in Social Studies (3)
EED 514	Practicum in Content (3)
EED 530	Methods for Language and Literacy (3)

Diversity Requirements (3 semester hours):

SPE 500	Survey of Special Education (3) is required unless SPE 300 was satisfied at the undergraduate level. If SPE 300 has already been satisfied at the undergraduate or graduate level, candidates must choose ONE of the following courses to satisfy the diversity requirement:
	<ul style="list-style-type: none"> • SPE 532 Methods and Strategies for Enrichment: Teaching Gifted Students in the Inclusive Classroom (3) • RDG 530 Methods and Materials for Reading: Teaching Students with Exceptionalities in the Inclusive Setting (3) • EED 548 Methods for Multicultural Classrooms (3)

54 Graduate Semester Hours Required for this Degree

Undergraduate Requirements - 2-50 hours of undergraduate course work to include the following:

ED 300	Introduction to Teacher Education (2)
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12 hours of Laboratory Science
12 hours of English/Language Arts
12 hours of Social/Behavioral Sciences
12 hours of Math

**45-96 Total Undergraduate and Graduate Semester Hours
Required for this Degree**

Notes:

Students must meet eligibility requirements for the alternative class A teacher certification program.

Completion of this program leads to eligibility for class A (master's) teacher certification in elementary education.

Candidates admitted (to enroll in courses in a Class A teaching field program) may complete no more than five approved program courses prior to unconditional admission to the program (this includes transfer credit). Exceptions to this rule must be approved by the Dean of the School of Education and the Director of Graduate Studies.

Successful completion of the appropriate Praxis II examination is required prior to internship for all alternative class A programs.

Successful completion of the appropriate Praxis II content exam will satisfy the 32/19 content area requirement and/or the 4 x 12 requirement in all Class A Alternative programs. Please see your academic advisor for more information concerning this option.

**ALTERNATIVE CLASS A PROGRAM
MASTER OF SCIENCE IN EDUCATION
MAJOR: PHYSICAL EDUCATION (P-12)**

Required Courses (42 semester hours):

ED 501	Introduction to Graduate Teacher Education (3)
HPE 500	Foundations of Health and Physical Education (3)
HPE 510	Physical Education Curriculum (3)
HPE 512	Physical Education Methods I (3)
HPE 513	Physical Education Methods II (3)
HPE 515	Assessment in Health and Physical Education (3)
HPE 520	Best Practices in PE (3)
HPE 540	Law and Ethics in Wellness and Sport Studies (3)
HPE 553	Applied Exercise Physiology I (3)
HPE 578	Research in Wellness and Sport Studies (3)
HPE 590	Directed Study in Wellness and Sport Studies (3)
*ED 595	Internship in Education (3)
ED 596	Reflective Practices in Education (3) (Must be taken concurrently with ED 595.)
**SPE 500	Survey Course in Special Education (3)

*ED 595, Internship in Education, is equivalent to undergraduate student teaching and requires a semester long internship in the public schools. This must be scheduled during the last semester of course work.

**Students who have not previously satisfied the special education requirement at the undergraduate or graduate level must take SPE 500.

**Students who previously satisfied the special education requirement at the undergraduate or graduate level must take a state-approved diversity course by advisement.

42 Graduate Semester Hours Required for this Degree

Undergraduate Requirements - 12 semester hours of undergraduate course work in health and physical education to include the following:

BY 263	Human Anatomy and Physiology (4)
HPE 232	Sport Safety First Aid Training (2)
HPE 362	Kinesiology (3)
HPE 400	Exercise Physiology (3)

54 Total Undergraduate and Graduate Semester Hours Required for this Degree

Notes:

Students must meet admission requirements for the alternative class A teacher certification program.

Completion of this program leads to eligibility for class A (master's) teacher certification in physical education (P-12).

Completion of the appropriate Praxis II examination(s) is required prior to internship for all alternative class A programs.

The Alabama State Board of Education now permits a student to take the Praxis II exam and attain an established minimum score in the student's expected teaching field. The acceptable score

on the Praxis II must be received before the student in the alternative class A programs begins graduate course work. If a student earns the passing grade on the Praxis II required for this major, they are exempt from the following courses: BY 263-Human Anatomy and Physiology (4), HPE 232-Sport Safety First Aid Training (2), HPE 362-Kinesiology (3), and HPE 400-Exercise Physiology (3). Successful completion of the appropriate Praxis II content exam will satisfy the 32/19 content area requirement and/or the 4 x 12 requirement in all alternative class A programs. Please see your academic advisor for more information concerning this option.

**ALTERNATIVE CLASS A PROGRAM
MASTER OF SCIENCE IN EDUCATION
MAJOR: SECONDARY EDUCATION
TEACHING FIELD: BIOLOGY (6-12)**

Core Requirements (32 semester hours):

ESE 500	Research and Statistics in Secondary Education (3)
ESE 505	Education Methods, Assessment and Technology in Secondary Schools (3)
ESE 510	Secondary Practicum One and Tutoring Lab (2)
ESE 523	Teaching General Science (3)
ESE 534	Secondary Practicum Two (3)
ESE 561	Foundations of Secondary Education (3)
ESE 567	Literacy Theory and Practice (3)
ESE 573	Critical Inquiry in Biology and General Science (3)
SPE 500	Survey Course in Special Education (3)
*ED 595	Internship in Education (3)
ED 596	Reflective Practices in Education (3) (Must be taken concurrently with ED 595.)

*ED 595, Internship in Education, is equivalent to undergraduate student teaching and requires a semester long internship in the public schools. This must be scheduled during the last semester of course work.

Teaching Field Requirement (15 semester hours):

By faculty advisement, select 15 graduate semester hours in biology or marine biology. At least half of the 15 semester hours selected must be numbered at the 500 level. A student may transfer no more than three semester hours in the teaching field. This major requires a minimum GPA of 3.00 in the course work in the teaching field. Transfer credit cannot be used to raise the GPA in this teaching field course work to the required 3.00.

47 Graduate Semester Hours Required for this Degree

Undergraduate Requirements:

ED 300	Introduction to Teacher Education (2)
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Students must have earned an undergraduate degree in biology OR complete 32 semester hours of undergraduate course work in biology with a minimum of 19 semester hours at the 300-400 levels OR pass the appropriate Praxis II content exam.

Students must have the approval of their advisors in the School of Education BEFORE registering for undergraduate course work required to meet the undergraduate requirements/deficiencies specified for the degree.

49-79 Total Undergraduate and Graduate Semester Hours Required for this Degree

Continued on next page.

Notes:

Students must meet eligibility requirements for the alternative class A teacher certification program. Completion of this program leads to eligibility for class A (master's) teacher certification in biology (6-12).

Successful completion of the appropriate Praxis II examination(s) is required prior to internship for all alternative class A programs.

Candidates eligible (to enroll in courses in a Class A teaching field program) may complete no more than five approved program courses prior to unconditional admission to the program (this includes transfer credit). Exceptions to this rule must be approved by the Dean of the School of Education and the Director of Graduate Studies.

Successful completion of the appropriate Praxis II examination(s) is required prior to internship for all Alternative-A programs.

Successful completion of the appropriate Praxis II content exam will satisfy the 32/19 content area requirement and/or the 4 x 12 requirement in all Alternative Class A programs. Please see your academic advisor for more information concerning this option.

**ALTERNATIVE CLASS A PROGRAM
 MASTER OF SCIENCE IN EDUCATION
 MAJOR: SECONDARY EDUCATION
 TEACHING FIELD: BUSINESS MARKETING EDUCATION (6-12)**

Core Requirements (36-39 semester hours):

ESE 502	Curriculum Development in Secondary Schools (3)
ESE 505	Education Methods, Assessment, and Technology (3)
ESE 500	Research and Statistics in Secondary Education (3)
ESE 561	Foundations of Secondary Education (3)
ESE 567	Literacy Theory and Practice (3)
CTE 500	The History and Philosophy of Career Technical Education (3)
CTE 560	Advanced Methods of Teaching Career Technical Education (3)
SPE 500	Survey Course in Special Education (3) (SPE 500 is only required if SPE 300 was not previously completed.)
CTE 544	Assessment of Learning for Career and Technical Education (3)
CTE 506	Practicum in Career and Technical Education (3)
CTE 516	Methods of Teaching for Career and Technical Education (3)
*ED 595	Internship in Education (3) *Equivalent to undergraduate student teaching and requires a semester long internship in the public schools. This must be scheduled during the last semester of course work.
ED 596	Reflective Practices in Education (3) (Must be taken concurrently with ED 595.)

Teaching Field Requirement (15 semester hours) By faculty advisement, the following 15 graduate semester hours must be completed:

BA 501	Organizational Communication (3)
ACC 512	Accounting Information Analysis (3)
MKT 513	Marketing Administration (3)
EC 515	Managerial Economics (3)
FIN 515	Financial Management (3)

51-54 Graduate Semester Hours Required for this Degree

**Undergraduate deficiency courses other than those listed below may be required.
 Consult your advisor.**

Undergraduate Requirements - 5 hours of undergraduate course work in professional studies to include the following:

ED 300	Introduction to Teacher Education (2)
CTE 350	Professional and Technical Competency for Career and Technical Education (3)

Students must have earned an undergraduate degree in Business, Business Administration, Marketing, Management, Accounting, Finance, or Economics OR complete 32 semester hours of approved undergraduate course work in business marketing courses with a minimum of 19 semester hours at the 300-400 level OR earn a passing score on the Praxis II Business Education exam.

Notes:

Students must meet eligibility requirements for the alternative class A teacher certification program.

Completion of this program leads to eligibility for class A (master's) teacher certification in Business Marketing Education (6-12).

Successful completion of the appropriate Praxis II examinations are required prior to internship for all alternative class A programs.

Candidates eligible (to enroll in courses in a Class A teaching field program) may complete no more than five approved program courses prior to unconditional admission to the program (this includes transfer credit). Exceptions to this rule must be approved by the Dean of the School of Education and the Director of Graduate Studies.

**ALTERNATIVE CLASS A PROGRAM
MASTER OF SCIENCE IN EDUCATION
MAJOR: SECONDARY EDUCATION
TEACHING FIELD: ENGLISH LANGUAGE ARTS (6-12)**

Core Requirements (32 semester hours):

ESE 500	Research and Statistics in Secondary Education (3)
ESE 505	Education Methods, Assessment, and Technology in Secondary Schools (3)
ESE 510	Secondary Practicum One and Tutoring Lab (2)
ESE 522	Methods of Teaching English Language Arts (3)
ESE 534	Secondary Practicum Two (3)
ESE 561	Foundations of Secondary Education (3)
ESE 567	Literacy Theory and Practice (3)
ESE 572	Critical Inquiry in English Language Arts (3)
SPE 500	Survey Course in Special Education (3)
*ED 595	Internship in Education (3)
ED 596	Reflective Practices in Education (3) (Must be taken concurrently with ED 595.)

*ED 595, Internship in Education, is equivalent to undergraduate student teaching and requires a semester long internship in the public schools. This must be scheduled during the last semester of course work.

Teaching Field Requirement (15 semester hours):

By faculty advisement, select 15 graduate semester hours from the English Language Arts area to include at least one course from two of the following areas: English, speech, drama and communication. At least half of the 15 semester hours selected must be numbered at the 500 level. A student may transfer no more than three semester hours in the teaching field. This major requires a minimum GPA of 3.00 in the course work in the teaching field. Transfer credit cannot be used to raise the GPA in this teaching field course work to the required 3.00.

47 Graduate Semester Hours Required for this Degree

Undergraduate Requirements:

ED 300	Introduction to Teacher Education (2)
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Students must have earned an undergraduate degree in ONE of the following areas: English, drama, speech or communications OR complete 32 semester hours of undergraduate course work with a minimum of 19 hours at the 300-400 levels with any combination of courses from areas covered by the certification OR pass the appropriate Praxis II content exam.

For the degree in the composite field of English Language Arts, additional undergraduate course work must be taken to remove undergraduate course deficiencies in related teaching fields. Deficiencies are determined with a formal evaluation of the students' transcripts.

Continued on next page.

Students must have the approval of their advisors in the School of Education BEFORE registering for undergraduate course work required to satisfy the undergraduate requirements/deficiencies specified for the composite degree.

49-79 Total Undergraduate and Graduate Semester Hours Required for this Degree

Notes:

Students must meet eligibility requirements for the alternative class A teacher certification program.

Completion of this program leads to eligibility for class A (master's) teacher certification in English language arts (6-12).

Candidates admitted (to enroll in courses in a Class A teaching field program) may complete no more than five approved program courses prior to unconditional admission to the program (this includes transfer credit). Exceptions to this rule must be approved by the Dean of the School of Education and the Director of Graduate Studies.

Successful completion of the appropriate Praxis II examination(s) is required prior to internship for all Alternative-A programs.

Successful completion of the appropriate Praxis II examination is required prior to internship for all Alternative-A programs. Successful completion of the appropriate Praxis II content exam will satisfy the 32/19 content area requirement and/or the 4 x 12 requirement in all Alternative Class A programs. Please see your academic advisor for more information concerning this option.

**ALTERNATIVE CLASS A PROGRAM
MASTER OF SCIENCE IN EDUCATION
MAJOR: SECONDARY EDUCATION
TEACHING FIELD: FAMILY AND CONSUMER SCIENCES (6-12)**

Core Requirements (30-33 semester hours):

ESE 500	Research and Statistics in Secondary Education (3)
ESE 502	Curriculum Development in Secondary Schools (3)
ESE 505	Education Methods, Assessment and Technology in Secondary Schools (3)
ESE 561	Foundations of Secondary Education (3)
ESE 567	Literacy Theory and Practice (3)
*SPE 500	Survey Course in Special Education (3) (*SPE 500 is only required if SPE 300 was not previously completed.)
CTE 544	Assessment of Learning for Career and Technical Education (3)
CTE 506	Practicum in Career Technical Education (3)
CTE 516	Methods of Teaching for Career and Technical Education (3)
**ED 595	Internship in Education (3)
ED 596	Reflective Practices in Education (3) (Must be taken concurrently with ED 595.)

**ED 595, Internship in Education, is equivalent to undergraduate student teaching and requires a semester long internship in the public schools. This must be scheduled during the last semester of course work.

Teaching Field Requirements (15 semester hours) - By faculty advisement, 15 graduate semester hours must be completed.

CTE 500	History and Philosophy of Career and Technical Education (3)
FCS 526	Contemporary Issues in Textiles and Fashion (3)
FCS 538	Critical Issues in Nutrition and Food Sciences (3)
FCS 552	Advanced Human Development and Family Relations (3)
CTE 560	Advanced Methods for Teaching Career and Technical Education (3)

45-48 Graduate Semester Hours Required for this Degree

**Undergraduate deficiency courses other than those listed below may be required.
Consult your advisor.**

Undergraduate Requirements - 5 hours of undergraduate course work in professional studies to include the following:

ED 300	Introduction to Teacher Education (2)
CTE 350	Professional and Technical Competency for Career and Technical Ed (3)

Continued on next page.

Students must have earned an undergraduate degree in family and consumer sciences OR complete 32 semester hours of approved undergraduate course work in family and consumer sciences with a minimum of 19 semester hours at the 300-400 levels to include the approved courses listed below OR earn passing scores on the appropriate Praxis II Family and Sciences exam.

50-80 Total Undergraduate and Graduate Semester Hours Required for this Degree

Notes:

Students must meet eligibility requirements for the alternative class A teacher certification program.

Completion of this program leads to eligibility for class A (master's) teacher certification in family consumer science (6-12).

Candidates admitted (to enroll in courses in a Class A teaching field program) may complete no more than five approved program courses prior to unconditional admission to the program (this includes transfer credit). Exceptions to this rule must be approved by the Dean of the School of Education and the Director of Graduate Studies.

Successful completion of appropriate Praxis II examinations is required prior to internship for all Alternative-A programs.

**ALTERNATIVE CLASS A PROGRAM
MASTER OF SCIENCE IN EDUCATION
MAJOR: SECONDARY EDUCATION
TEACHING FIELD: GENERAL SCIENCE (6-12)**

Core Requirements (32 semester hours):

ESE 500	Research and Statistics in Secondary Education (3)
ESE 505	Education Methods, Assessment, and Technology in Secondary Schools (3)
ESE 510	Secondary Practicum One and Tutoring Lab (2)
ESE 523	Teaching General Science (3)
ESE 534	Secondary Practicum Two (3)
ESE 561	Foundations of Secondary Education (3)
ESE 573	Critical Inquiry in Biology and General Science (3)
SPE 500	Survey Course in Special Education (3)
ESE 567	Literacy Theory and Practice (3)
*ED 595	Internship in Education (3)
ED 596	Reflective Practices in Education (3) (Must be taken concurrently with ED 595.)

*ED 595, Internship in Education, is equivalent to undergraduate student teaching and requires a semester long internship in the public schools. This must be scheduled during the last semester of course work.

Teaching Field Requirement (15 semester hours):

By faculty advisement, select 15 graduate semester hours from the general science area to include at least one course from two of the following areas: biology, chemistry, Earth and space science, and physics. For Earth and space science courses, see course descriptions in the geography section of this bulletin. At least half of the 15 semester hours selected must be numbered at the 500 level. A student may transfer no more than three semester hours in the teaching field. This major requires a minimum GPA of 3.00 in the course work in the teaching field. Transfer credit cannot be used to raise the GPA in this teaching field course work to the required 3.00.

47 Graduate Semester Hours Required for this Degree

Undergraduate Requirements:

ED 300	Introduction to Teacher Education (2)
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Students must have an undergraduate degree in biology, chemistry, physics, or Earth and space science OR complete 32 semester hours of undergraduate course work with a minimum of 19 semester hours at the 300-400 levels with any combination of courses from areas covered by the certification OR pass the appropriate Praxis II content exam.

For the degree in the composite field of general science, additional undergraduate course work must be taken to remove undergraduate course deficiencies in related teaching fields. Deficiencies are determined with a formal evaluation of the students' transcripts.

Continued on next page.

Students must have the approval of their advisors in professional studies BEFORE registering for undergraduate course work required to meet the undergraduate requirements/deficiencies specified for the composite degree.

49-79 Total Undergraduate and Graduate Semester Hours Required for this Degree

Notes:

Students must meet eligibility requirements for the alternative class A teacher certification program.

Completion of this program leads to eligibility for class A (master's) teacher certification in general science (6-12).

Candidates admitted (to enroll in courses in a Class A teaching field program) may complete no more than five approved program courses prior to unconditional admission to the program (this includes transfer credit). Exceptions to this rule must be approved by the Dean of the School of Education and the Director of Graduate Studies.

Successful completion of the appropriate Praxis II examination(s) is required prior to internship for all alternative class A programs.

Successful completion of the appropriate Praxis II examination is required prior to internship for all alternative class A programs. Successful completion of the appropriate Praxis II content exam will satisfy the 32/19 content area requirement and/or the 4 x 12 requirement in all Alternative Class A programs. Please see your academic advisor for more information concerning this option.

**ALTERNATIVE CLASS A PROGRAM
 MASTER OF SCIENCE IN EDUCATION
 MAJOR: SECONDARY EDUCATION
 TEACHING FIELD: GENERAL SOCIAL STUDIES (6-12)**

Core Requirements (32 semester hours):

ESE 500	Research and Statistics in Secondary Education (3)
ESE 505	Education Methods, Assessment and Technology in Secondary Schools (3)
ESE 510	Secondary Practicum One and Tutoring Lab (2)
ESE 521	Teaching Social Studies (3)
ESE 534	Secondary Practicum Two (3)
ESE 561	Foundations of Secondary Education (3)
ESE 567	Literacy Theory and Practice (3)
ESE 571	Critical Inquiry in History and Social Science (3)
SPE 500	Survey Course in Special Education (3)
*ED 595	Internship in Education (3)
ED 596	Reflective Practices in Education (3) (Must be taken concurrently with ED 595.)

*ED 595, Internship in Education, is equivalent to undergraduate student teaching and requires a semester long internship in the public schools. This must be scheduled during the last semester of course work.

Teaching Field Requirement (15 semester hours):

By faculty advisement, select 15 graduate semester hours from the social studies area to include at least one course from two of the following areas: economics, geography, history, political science, and psychology. At least half of the 15 semester hours selected must be numbered at the 500 level. A student may transfer no more than three semester hours in the teaching field. This major requires a minimum GPA of 3.00 in the course work in the teaching field. Transfer credit cannot be used to raise the GPA in this teaching field course work to the required 3.00.

47 Graduate Semester Hours Required for this Degree

Undergraduate Requirements:

ED 300	Introduction to Teacher Education (2)
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Students must have earned an undergraduate degree in ONE of the following areas: history, geography, political science, psychology, sociology or economics OR complete 32 semester hours of undergraduate course work with a minimum of 19 hours at the 300-400 levels with any combination of courses from areas covered by the certification.

For the degree in the composite field of social studies, additional undergraduate course work must be taken to remove undergraduate course deficiencies in related teaching fields. Deficiencies are determined with a formal evaluation of the student's transcripts.

Continued on next page.

Students must have the approval of their advisors in professional studies and in the teaching field BEFORE registering for undergraduate course work to meet the undergraduate requirements/deficiencies specified for the degree.

49-79 Total Undergraduate and Graduate Semester Hours Required for this Degree

Notes:

Students must meet eligibility requirements for the alternative class A teacher certification program.

Completion of this program leads to eligibility for class A (master's) teacher certification in social studies (6-12).

Candidates admitted (to enroll in courses in a Class A teaching field program) may complete no more than five approved program courses prior to unconditional admission to the program (this includes transfer credit). Exceptions to this rule must be approved by the Dean of the School of Education and the Director of Graduate Studies.

Successful completion of the appropriate Praxis II examination is required prior to internship for all alternative class A programs.

Successful completion of the appropriate Praxis II content exam will satisfy the 32/19 content area requirement and/or the 4 x 12 requirement in all Alternative Class A programs. Please see your academic advisor for more information concerning this option.

**ALTERNATIVE CLASS A PROGRAM
MASTER OF SCIENCE IN EDUCATION
MAJOR: SECONDARY EDUCATION
TEACHING FIELD: HISTORY (6-12)**

Core Requirements (32 semester hours):

ESE 500	Research and Statistics in Secondary Education (3)
ESE 505	Education Methods, Assessment and Technology in Secondary Schools (3)
ESE 510	Secondary Practicum One and Tutoring Lab (2)
ESE 521	Teaching Social Studies (3)
ESE 534	Secondary Practicum Two (3)
ESE 561	Foundations of Secondary Education (3)
ESE 567	Literacy Theory and Practice (3)
ESE 571	Critical Inquiry in History and Social Science (3)
SPE 500	Survey Course in Special Education (3)
*ED 595	Internship in Education (3)
ED 596	Reflective Practices in Education (3) (Must be taken concurrently with ED 595.)

*ED 595, Internship in Education, is equivalent to undergraduate student teaching and requires a semester long internship in the public schools. This must be scheduled during the last semester of course work.

Teaching Field Requirement (15 semester hours):

By faculty advisement, select 15 graduate semester hours in history courses. At least half of the 15 semester hours selected must be numbered at the 500 level. A student may transfer no more than three semester hours in the teaching field. This major requires a minimum GPA of 3.00 in the course work in the teaching field. Transfer credit cannot be used to raise the GPA in this teaching field course work to the required 3.00.

47 Graduate Semester Hours Required for this Degree

Undergraduate Requirements:

ED 300	Introduction to Teacher Education (2)
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Students must have an undergraduate degree in history OR complete 32 semester hours of undergraduate course work with a minimum of 19 semester hours at the 300-400 levels with any combination of courses from areas covered by the certification OR a passing score on the Alabama approved Praxis II World and United States History exam.

Students must have the approval of their advisors in professional studies BEFORE registering for undergraduate course work required to meet the undergraduate requirements/deficiencies for the degree.

49-79 Total Undergraduate and Graduate Semester Hours Required for this Degree

See notes on next page.

Notes:

Students must meet eligibility requirements for the alternative class A teacher certification program.

Completion of this program leads to eligibility for class A (master's) teacher certification in history (6-12).

Candidates admitted (to enroll in courses in a Class A teaching field program) may complete no more than five approved program courses prior to unconditional admission to the program (this includes transfer credit). Exceptions to this rule must be approved by the Dean of the School of Education and the Director of Graduate Studies.

Successful completion of the appropriate Praxis II examination(s) is required prior to internship for all alternative class A programs.

Successful completion of the appropriate Praxis II examination is required prior to internship for all alternative class A programs. Successful completion of the appropriate Praxis II content exam will satisfy the 32/19 content area requirement and/or the 4 x 12 requirement in all Alternative Class A programs. Please see your academic advisor for more information concerning this option.

**ALTERNATIVE CLASS A PROGRAM
MASTER OF SCIENCE IN EDUCATION
MAJOR: SECONDARY EDUCATION
TEACHING FIELD: MATHEMATICS (6-12)**

Core Requirements (32 semester hours):

ESE 500	Research and Statistics in Secondary Education (3)
ESE 505	Education Methods, Assessment and Technology in Secondary Schools (3)
ESE 510	Secondary Practicum One and Tutoring Lab (2)
ESE 520	Methods of Teaching Mathematics (3)
ESE 534	Secondary Practicum Two (3)
ESE 561	Foundations of Secondary Education (3)
ESE 567	Literacy Theory and Practice (3)
ESE 570	Critical Inquiry in Mathematics (3)
SPE 500	Survey Course in Special Education (3)
*ED 595	Internship in Education (3)
ED 596	Reflective Practices in Education (3) (Must be taken concurrently with ED 595.)

*ED 595, Internship in Education, is equivalent to undergraduate student teaching and requires a semester long internship in the public schools. This must be scheduled during the last semester of course work.

Teaching Field Requirement (15 semester hours):

By faculty advisement, select 15 graduate semester hours in mathematics courses. At least half of the 15 semester hours selected must be numbered at the 500 level. A student may transfer no more than three semester hours in the teaching field. This major requires a minimum GPA of 3.00 in the course work in the teaching field. Transfer credit cannot be used to raise the GPA in this teaching field course work to the required 3.00.

47 Graduate Semester Hours Required for this Degree

Undergraduate Requirements:

ED 300	Introduction to Teacher Education (2)
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Students must have earned an undergraduate degree in mathematics OR complete 32 semester hours of undergraduate course work in mathematics with a minimum of 19 hours at the 300-400 levels OR pass the appropriate Praxis II content exam. Course work must include at least 12 semester hours, or equivalent, beyond the three course JSU calculus series, including MS 441, Abstract Algebra I.

Students must have the approval of their advisors in professional studies and in the teaching field BEFORE registering for undergraduate course work to meet the undergraduate requirements/deficiencies specified for the degree.

49-79 Total Undergraduate and Graduate Semester Hours Required for this Degree

See notes on next page.

Notes:

Students must meet eligibility requirements for the alternative class A teacher certification program.

Completion of this program leads to eligibility for class A (master's) teacher certification in mathematics (6-12).

Candidates admitted (to enroll in courses in a Class A teaching field program) may complete no more than five approved program courses prior to unconditional admission to the program (this includes transfer credit). Exceptions to this rule must be approved by the Dean of the School of Education and the Director of Graduate Studies.

Successful completion of the appropriate Praxis II examination is required prior to internship for all alternative class A programs.

Successful completion of the appropriate Praxis II content exam will satisfy the 32/19 content area requirement and/or the 4 x 12 requirement in all Alternative Class A programs. Please see your academic advisor for more information concerning this option.

**ALTERNATIVE CLASS A PROGRAM
 MASTER OF SCIENCE IN EDUCATION
 MAJOR: SPECIAL EDUCATION COLLABORATIVE TEACHER (K-6) (6-12)**

Core Requirements (24 semester hours):

ED 510	Academic Research for the Teacher (3)
SPE 524	Methods and Strategies for Learning and Behavior (3)
SPE 526	Methods in Autism Spectrum Disorders (3)
SPE 554	Medical, Legal, and Ethical Aspects of SPE (K-12) (3)
EED 550	Diversity in the Modern Classroom (3)
RDG 543	Teaching Struggling Readers: Methods for Collaborative Special Ed (3)
*ED 595	Internship in Education (3)
ED 596	Reflective Practices in Education (3)

*ED 595, Internship in Education, is equivalent to undergraduate student teaching and requires a semester long internship in the public schools. This must be scheduled during the last semester of course work.

Teaching Field Requirements (27 semester hours):

SPE 520	Technology for Special Education (3)
SPE 529	Collaborative Teaching for Secondary Classrooms (3)
SPE 537	Elementary Collaborative Teaching (3)
SPE 536	Methods for Severe Disabilities (3)
SPE 533	Applied Behavior Analysis in Special Education (3)
SPE 535	Formative and Summative Assessment in Special Education (3)
SPE 555	Mathematics Strategies for Collaborative Special Education (3)
SPE 564	Practicum in K-6 Mild Setting (2)
SPE 580	Practicum in 6-12 Mild Setting (2)
SPE 565	Practicum in Severe Methods K-12 (2)

Diversity Requirement (3 semester hours):

SPE 500	Survey of Special Education (3) is required unless SPE 300 was satisfied at the undergraduate level. If SPE 300 has already been satisfied at the undergraduate or graduate level, candidates must choose ONE of the following courses to satisfy the diversity requirement: <ul style="list-style-type: none"> • SPE 532 Methods and Strategies for Enrichment: Teaching Gifted Students in the Inclusive Classroom (3) • RDG 530 Methods and Materials for Reading: Teaching Students with Exceptionalities in the Inclusive Setting (3) • EED 548 Methods for Multicultural Classrooms (3)
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54 Graduate Semester Hours Required for this Degree

Continued on next page.

Undergraduate Requirements - 2-50 hours of undergraduate course work to include the following:

- ED 300 Introduction to Teacher Education (2)
- 12 hours of Laboratory Science
- 12 hours of English/Language Arts
- 12 hours of Social/Behavioral Sciences
- 12 hours of Math

56-105 Total Undergraduate and Graduate Semester Hours Required for this Degree

Notes:

Students must meet eligibility requirements for the alternative class A teacher certification program.

Completion of this program leads to eligibility for class A (master's) teacher certification in special education collaborative teacher (K-6; 6-12).

Successful completion of the appropriate Praxis II examination is required prior to internship for all alternative class A programs.

Successful completion of the appropriate Praxis II content exam will satisfy the 32/19 content area requirement or the 4 x 12 requirement in all Alternative Class A programs. Please see your academic advisor for more information concerning this option.

**ALTERNATIVE CLASS A PROGRAM
MASTER OF ARTS
MAJOR: MUSIC/INSTRUMENTAL (P-12)**

Core Requirements (16 semester hours):

- MU 511 Research Methods in Music and Music Education (3)
MU 512 Seminar in Instrumental Music (3)

Select one from the following (3 semester hours):

- MU 505 Music Literature: Medieval-Renaissance (3)
MU 506 Music Literature: Baroque Era (3)
MU 507 Music Literature: Classic-Romantic (3)
MU 508 Music Literature: Contemporary Era (3)

Select one from the following (3 semester hours):

- MU 520 Music Theory: Style Analysis (3)
MU 521 Music Theory: Style Analysis (3)

Select from among the following (for a total of 4 semester hours):

- MU 580 Graduate Ensemble (1)
MU 581 Graduate Ensemble (1)
MU 519 Advanced Conducting (3)
MU 534 Individual Applied Music (2)
MU 535 Individual Applied Music (2)

Required Music and Education Courses (24 semester hours):

- EIM 503 Computer Based Instructional Technologies (3)
ESE 567 Literacy Theory and Practice (3)
ESE 561 Foundations of Secondary Education (3)
MU 545 Measurement and Evaluation in Music (3)
MU 471G Elementary Music Materials and Methods (3)
MU 482G Secondary Instrumental Music Materials and Methods (3)
MU 588 Graduate Internship in Music Education P-12 (3)
(50% time at the elementary and 50% time at the secondary
level; offered in fall and spring during public school hours.)
SPE 500 Survey Course in Special Education (3)

40 Graduate Semester Hours Required for this Degree

Undergraduate Requirements - 59 semester hours of undergraduate course work from the area of music to include:

- | | |
|--|-------------------|
| Music Theory | 18 semester hours |
| Music History | 6 semester hours |
| Conducting | 5 semester hours |
| Class applied music | 5 semester hours |
| (instrumental techniques classes in areas of brass, woodwinds, percussion, strings, voice) | |

*Additional Music Courses 25 semester hours

Continued on next page.

*These must include courses in major applied instruction and include evidence of a degree level recital performance. Of the total at least 19 semester hours must be at the 300-400 level.

Non-Music Undergraduate Requirements - 13 semester hours must include:

ED 300	Introduction to Teacher Education (2)
PSY 222	Human Development (3)

40-99 Total Undergraduate and Graduate Semester Hours Required for this Degree

Notes:

Students must meet eligibility requirements for the alternative class A teacher certification program.

Completion of this program leads to eligibility for class A (master's) teacher certification in music/instrumental (P-12).

Candidates admitted (to enroll in courses in a Class A teaching field program) may complete no more than five approved program courses prior to unconditional admission to the program (this includes transfer credit). Exceptions to this rule must be approved by the Dean of the School of Education and the Director of Graduate Studies.

Successful completion of the appropriate Praxis II examination is required prior to internship for all Alternative Class A programs.

**ALTERNATIVE CLASS A PROGRAM
MASTER OF ARTS
MAJOR: MUSIC/VOCAL-CHORAL (P-12)**

Core Requirements (16 semester hours):

- MU 509 Seminar in Choral Music (3)
 MU 511 Research Methods in Music and Music Education(3)

Select one from the following (3 semester hours):

- MU 505 Music Literature: Medieval-Renaissance (3)
 MU 506 Music Literature: Baroque Era (3)
 MU 507 Music Literature: Classic-Romantic (3)
 MU 508 Music Literature: Contemporary Era (3)

Select one from the following (3 semester hours):

- MU 520 Music Theory: Style Analysis (3)
 MU 521 Music Theory: Style Analysis (3)

Select from among the following (for a total of 4 semester hours):

- MU 580 Graduate Ensemble (1)
 MU 581 Graduate Ensemble (1)
 MU 519 Advanced Conducting (3)
 MU 534 Individual Applied Music (2)
 MU 535 Individual Applied Music (2)

Required Music and Education Courses (24 semester hours):

- EIM 503 Computer Based Instructional Technologies (3)
 ESE 567 Literacy Theory and Practice (3)
 ESE 561 Foundations of Secondary Education (3)
 MU 471G Elementary Music Materials and Methods (3)
 MU 545 Measurement and Evaluation in Music (3)
 MU 483G Secondary Vocal Music Materials and Methods (3)
 MU 588 Graduate Internship in Music Education P-12 (3)
 (50% time at the elementary and 50% time at the secondary level; offered in fall and spring during public school hours.)
 SPE 500 Survey Course in Special Education (3)

40 Graduate Semester Hours Required for this Degree

Undergraduate Requirements - 59 semester hours of undergraduate course work from the area of music to include:

- | | |
|---|-------------------|
| Music Theory | 18 semester hours |
| Music History | 6 semester hours |
| Conducting | 5 semester hours |
| Class applied music
(vocal techniques classes) | 5 semester hours |

*Additional Music Courses 25 semester hours

Continued on next page.

*These must include courses in major applied instruction and include evidence of a degree level recital performance. Of the total at least 19 semester hours must be at the 300-400 level.

Non-Music Undergraduate Requirements - 5 semester hours must include:

ED 300 Introduction to Teacher Education (2)

PSY 222 Human Development (3)

40-99 Total Undergraduate and Graduate Semester Hours Required for this Degree

Notes:

Completion of this program leads to eligibility for class A (master's) teacher certification music/vocal/choral (P-12). Students must meet admission requirements for the alternative class A teacher certification program.

Candidates admitted (to enroll in courses in a Class A teaching field program) may complete no more than five approved program courses prior to unconditional admission to the program (this includes transfer credit). Exceptions to this rule must be approved by the Dean of the School of Education and the Director of Graduate Studies.

Successful completion of the appropriate Praxis II examination is required prior to internship for all Alternative Class A programs.

EDUCATION COURSES

CAREER TECHNICAL EDUCATION COURSES (CTE)

500. **History and Philosophy of Career Technical Education (3).** Investigation and study of the historical foundations and the philosophy of the profession of Career Technical Education.
506. **Practicum in CTE (3).** Directed experiences including observation and participation in career technical education programs and classrooms. Provides opportunities to observe and teach as well as apply theories and concepts. Seminars will be held in conjunction with this course.
516. **Methods of Teaching for CTE (3).** Planning and implementing instructional methods and materials in middle and secondary career technical education programs. Some field experiences are required.
550. **Basic Competencies for Career and Technical Education (3).** Foundational skills needed to teach, organize, and maintain career and technical programs in middle and secondary schools. Requirements to meet state and federal guidelines are covered. Professional skills needed to secure and maintain employment in CTE teaching fields.
544. **Assessment of Learning for Career and Technical Education (3).** This course provides practice in implementing appropriate evaluation of learning at the middle and secondary level for Career and Technical programs.
560. **Advanced Methods for Teaching Career Technical Education (3).** Study of advanced methods for teaching Career Technical Education curricula.

COUNSELOR EDUCATION COURSES (ECG)

501. **Assessment in Counseling (3).** Examines the role of assessment in counseling and emphasizes basic techniques of appraisal and psychometric constructs associated with testing. Exposes students to a variety of educational and psychological tests. Emphasis is on those aspects important to the counselor as a consumer and administrator of testing information.
506. **Professional Counseling Orientation and Technology (3).** (Required first semester.) This course presents an overview of historical and contemporary developments in the practice of professional counseling. Information related to: (a) professional roles and responsibilities; (b) professional organizations; (c) state and national credentialing; and (d) counselor advocacy will be addressed. This course will also provide instruction on technological use and applications in addition to program specific material for Clinical Mental Health Counseling and School Counseling majors.
523. **Social and Cultural Diversity in Counseling (3)** This course is designed to assist students in understanding the impact of social/cultural forces upon identity development and formation. Students will explore various components of our pluralistic society and how oppressive systems can exclude and harm individuals. Change theory and advocacy principles will be introduced to aid students in dealing with these issues in their communities and with clients. After 2013, offered spring and summer terms.
525. **Pre-practicum: Skills and Techniques in Counseling (3).** Prerequisites: ECG 506 and ECG 553. This course provides students an introduction to the counseling profession and helping relationships. The course will emphasize personal growth,

- self-awareness, and professional behavior. Students will experience the helping relationship as both client and counselor.
526. **Professional Ethics and Legal Issues (3).** Focus on the skills and competencies necessary in dealing effectively with the complex ethical standards and legal guidelines corresponding to clinical mental health and school counseling settings. Students will gain experience in ethical decision-making and consultation with other professionals. Offered fall and summer terms.
527. **Organization and Administration of Counseling Services (3).** Function, organization and evaluation of guidance services in elementary and secondary schools, colleges, and junior colleges, and community agencies with emphasis on public schools. Topics include: 1) basic guidance services; 2) functions of school personnel; 3) organizational patterns for guidance services; 4) selection criteria training and certification of guidance personnel; 5) organization of counseling, individual analysis, information placement and follow-up services; 6) administration of guidance services; 7) consultation services.
528. **Introduction to Play Therapy (3).** This course is an introduction to the basic concepts of play therapy. Students will learn the basic concepts of play therapy, as well as the attitudes and skills necessary to establish and maintain facilitative relationships with children that encourage their expression, self-understanding, and personal growth and development.
529. **Children and Grief (3).** This course provides the theoretical and clinical applications necessary to begin working with children facing grief and loss. The course is designed to give exposure to the dynamics of death, dying, and grief in the specific context of the developing child. The ultimate goal of the course is to provide the philosophical, theoretical, and practical foundation to effectively work with bereaved children who are confronted with grief and loss.
530. **Couple, Marriage and Family Counseling (3).** This course provides an overview of the nature of family systems relationships and family development. Particular emphasis will be given to the theory and practice of marital and family therapy. Students will examine both theoretical and empirical elements of family counseling which can be applied to marriage and family systems. Offered fall and spring terms.
535. **Rehabilitation Counseling (3).** This rehabilitation counseling course introduces the student to the legislative, historical, and philosophical roots of rehabilitation counseling in America. A strong foundation of disability categories will be presented and discussed, including physical, emotional, cognitive, and sensory disabilities. The course will introduce the student to the professional expectations, values, and ethical standards of the profession of rehabilitation counseling.
540. **Psychopathology: Diagnosis and Treatment of DSM Disorders (3).** In this course the student will examine the history, description, definition, causes, and treatment of psychological disorders. Course topic areas will include: psychological disorders throughout the life span, multiaxial assessment, DSM diagnosis, and treatment of the disorders. Offered fall and summer terms.
553. **Theory and Process (3).** An examination of the major counseling theories and related techniques and an overview of the counseling relationship.
556. **Career Development (3).** An introduction to career development theories and concepts and related resources and practices for career planning and decision making.
558. **Counseling Children/Adolescents (3).** Development of programs, practices, and techniques which address the unique needs of children and youth through college age.

559. **Geriatric Counseling (3).** This course will provide students with skills and background information in counseling older adults, their family members and/or caretakers. In addition, this course will provide students with the opportunity to acquire a conceptual understanding of both the normal process of human aging and variant processes.
560. **Substance and Behavioral Addictions in Counseling (3).** This course will provide an overview of the addictive process and addictive behaviors (e.g., substance abuse and gambling). Theories of addiction counseling and application of these theories will comprise a significant part of this course, particularly with how they apply to work with individuals, couples, families, and groups. Co-occurring disorders, such as process addictions and mental illnesses will also be addressed. Offered fall and spring terms.
565. **Psychopharmacology (3)** This course provides an introduction to substance abuse counseling and related issues, including an overview of the historical context, etiological theories, and psychoactive impact of substances on the brain. The course will focus on assessment, diagnosis and treatment of substance abuse/dependence with emphasis on clinical counseling practice informed by theory and research. Offered spring and summer terms.
573. **Introduction to Student Personnel (3).** Historical and practical aspects of student personnel services and a review of the relationship of these services to each other and to student development.
578. **Issues in Student Personnel (3).** Prerequisite: ECG 573. Study of current issues and trends in the development and implementation of student personnel programs.
585. **Practicum: Applied Skills and Techniques in Counseling (3).** Prerequisites: ECG 506, ECG 525, ECG 553, ECG 591, and passing score on Midpoint Exam. Practicum is a clinical, experiential course that requires students to complete hours in a professional setting. The student will apply counseling techniques and skills in a supervised setting. The student will participate in the counseling process, refine techniques, and further enhance his/her therapeutic development.
588. **Crisis Counseling Intervention Strategies (3).** Basic concepts and steps of crisis intervention with a focus on the background, dynamics, and strategies related to specific crises. Offered spring and summer terms.
589. **Psychological First Aid and Disaster Counseling (3).** An examination of the principles of working with individuals who have experienced a crisis, disaster or other trauma-causing event. Issues addressed include: impact of crisis and disasters as well as diagnosis and treatment planning appropriate to disaster response in diverse populations; the role of the counselor as a member of an interdisciplinary emergency management response team; and theoretical models of crisis and disaster counseling. After 2013, offered fall and summer terms.
591. **Group Procedures in Counseling (3).** Prerequisites: ECG 506 and 553. Principles of group counseling, ethical considerations and dynamics of group interaction. Implement theories and techniques in group therapy sessions. Multicultural problems included.
593. **Internship in School Counseling (3).** Prerequisites: Permission of the instructor, ECG 585 and a passing score in the appropriate Praxis II. Must be completed at JSU. A 300 clock hour supervised field experience in an appropriate K-12 school setting.
594. **Internship in School Counseling (3).** Prerequisites: Permission of the instructor, ECG 585 and a passing score in the appropriate Praxis II. Must be completed at JSU. A 300 clock hour supervised field experience in an appropriate K-12 school setting.

- 595. Clinical Experience I in Mental Health Counseling (3).** Prerequisites: Permission of the instructor; ECG 585. Each course requires a 300 clock hour supervised field experience in an appropriate job setting; Clinical Experiences limited to three semester hours in enrollment periods of less than 15 weeks.
- 596. Clinical Experience II in Mental Health Counseling (3).** Prerequisites: Permission of the instructor; ECG 585. Each course requires a 300 clock hour supervised field experience in an appropriate job setting; Clinical Experiences limited to three semester hours in enrollment periods of less than 15 weeks.

Note: 600 level courses are open only to persons holding master's degrees.

- 634. Advanced Counseling Theories (3).** Examination of a variety of counseling theories through selection, both individually and as a group, of theories on which to focus throughout the semester.
- 637. Advanced Career Counseling (3).** Laboratory-based course, merging contemporary career theory with actual field practice; selection and administration of a battery of assessment instruments to individuals at significant life stages, scoring and interpretation of the test battery; presentation of findings and recommendations.
- 646. Advanced Group Procedures in Counseling (3).** Various theories of group work, review of basic group leadership skills, and basics of group process; provides integration of concepts and skills; opportunities to lead groups with supervision and ongoing feedback, participation in demonstrations of various group models, writing of reaction/thought/positions papers.
- 655. Holistic Counseling: Spirit, Soul and Body (3).** An examination of counseling theory and related techniques that embrace holistic counseling that assesses and treats the whole person – spirit, soul, and body.
- 691. Action Research in Counseling I (3).** Identification and analysis of problems specific to the current counseling environment with emphasis on development of innovative and unique solutions. To be taken near the end of the program.
- 692. Action Research in Counseling II (3).** Prerequisite: ECG 691. Must be taken in the last semester of enrollment. Continuation of identification and analysis of problems specific to the current counseling environment with emphasis on development of innovative and unique solutions.
- 693. Supervision in Counseling (3).** Study of the supervision process in counseling highlighting legal and ethical issues, trends, multicultural considerations, and evaluation; both classroom seminars and supervision of master's students in clinical experiences required.

EARLY CHILDHOOD EDUCATION COURSES (ECE)

- 500. Materials and Methods (3).** Twenty-first century instructional processes, programs, and strategies for teaching and learning in P-3 classrooms.
- 501. Behavior and Development in Early Childhood (3).** Physical, emotional, intellectual, and social components of development, their interrelationships and their effect on later functioning; psychological principles.
- 507. Assessment in Early Childhood Education (3).** Review the use of assessment procedures which are developmentally appropriate for the use in early childhood education. (Replaces EFD 501.)

- 510. Early Childhood Math and Science for the Twenty-First Century (3).** This course will acquaint graduate candidates with methods, materials and developmentally appropriate practice to integrate 21st century tools in teaching math and science for P-3 students.
- 512. Practicum in Early Childhood Special Education (3).** Prerequisite: A passing score on the appropriate Praxis II examination is required prior to taking this course. Practicum experiences working with the young handicapped child, ages infancy to eight.
- 513. Individualization of Education for Young Children (3).** Prerequisite: Permission of instructor. Methods and procedures for individualizing instruction.
- 530. Practicum for Young Children (3).** (Not open to students enrolled in EdS programs.) Theory, school design, scheduling, and equipment.
- 531. Implementation and Administration of Early Childhood Programs (3).** Prerequisite: Permission of instructor required. Supervision and implementation of programming of early childhood programs with emphasis on communication with professionals and lay-citizenry of goals and purposes of early childhood programs.
- 532. Issues and Trends in Early Childhood Education (3).** Prerequisite: Permission of instructor. Current issues and trends in early childhood education. (ECE 532 is cross-listed with EED 532 and only one course may be counted for credit.)
- 533. Enhancing Learning Through Children's Literature (3).** Corequisites: EED 530, RDG 520, RDG 521. Techniques and strategies to utilize children's literature to enhance the early childhood curriculum. (ECE 533 is cross-listed with EED 533 and only one course may be counted for credit.)
- 539. Teaching Writing in Early Childhood Education (3).** Theories, methods, and current research involving writing instruction; emphasis on P-3.
- 540. Intervention in the Early Childhood Classroom (3).** Theory and research-based practices used in early childhood education and early education special education. Emphasis on strategies to plan developmentally appropriate activities for all children.
- 545. Literacy Interventions in the Early Childhood Classroom (3).** Current trends in assessing literacy development and providing intervention in identified problems will be addressed in this course. Theories, assessments, and strategies used in reading and writing interventions for emerging and beginning readers and writers who may be at risk for difficulties in language literacy will be discussed. These strategies include, but are not limited to phonemic awareness, phonics, fluency, vocabulary, and comprehension. The development of individualized and small group reading programs designed to match student needs will be addressed. Assessments such as running records, spelling inventories, evaluating writing samples and interpreting test scores such as DIBELS and Global Scholar will also be discussed.
- 588. Graduate Internship in Early Childhood Education (3).** Complete semester long internship and earn "pass/fail" upon completion of the course. Students will complete a working portfolio and electronic LiveText portfolio, along with other standard course requirements.

EDUCATION COURSES (ED)

- 500. Introduction to Graduate Education and Technology (1).** (Discipline specific section required first semester.) An introductory course for graduate programs in the College of Education and Professional Studies. It is a requirement for all

graduate students (Master's Class A Certificate, EdS, and Graduate Certificate (non-education) with concentrations in sport management and in education) who have not previously taken this course at the master's level. Must be completed at JSU.

- 501. Introduction to Graduate Teacher Education (3).** This is an introductory course to graduate teacher education and the School of Education Conceptual Framework. Such a course is a requirement for all initial education candidates, including Alternative-A Master's candidates, and corresponds to the ED 300 undergraduate requirement. ED 501 is required prior to any practicum courses in the Alternative-A Master's program and is required prior to admission to the teacher education program. ED 501 can be taken in the first semester of graduate course work.
- 508. Internship in Applied Teaching and Learning (3).** This is a course for teacher candidates whose edTPA submissions did not meet the professional performance standards as defined by the Alabama State Department of Education. This course will include an internship clinical experience coupled with support and guidance retake of the edTPA. Enrollment in ED 508 requires permission of the department head and approved edTPA retake plan designed by the candidate and the assigned academic program faculty mentor.
- 510. Academic Research for the Teacher (3).** Requires Teacher Education Program eligibility. An interpretation and conceptualization of research in education with a focus on how to locate, read, and analyze research as well as educational implications.
- 595. Internship in Education (3).** (Grade of Pass or Fail only.) Prerequisite: Approval of academic advisor. Corequisite: To be taken concurrently with ED 596 Reflective Practices in Education (3). Internship will be under the supervision of a cooperating teacher and a university supervisor. Internship is a semester-long course.
- 596. Reflective Practices in Education (3).** (Grade of Pass or Fail only.) Corequisite: To be taken concurrently with ED 595 Internship in Education (3). This course contributes to the preparation and meaningfulness of the student internship and is a hybrid course. This hybrid course is a blend of face-to-face instruction with online learning.

EDUCATIONAL PSYCHOLOGY COURSES (EPY)

- 542. Educational Measurement (2).** Measurement/evaluation of students' academic progress and basic statistical principles. Construction and uses of teacher-made tests and standardized achievement tests are emphasized.
- 525. Lifespan Development (3).** A study of principles and concepts of physical, cognitive, personality, and social development from birth through death.
- 529. Developmental Psychology (2).** Intellectual, emotional, social, physical, and moral development in the school age person. Tutoring practicum required.

ELEMENTARY EDUCATION COURSES (EED)

- 509. Advanced Twenty-first Century Teaching and Learning (3).** This course is designed to guide graduate teacher candidates to critically examine local school culture and/or teaching practices, and to set reasonable and appropriate 21st century goals for change.
- 511. Mathematics for Children (3).** Prerequisites: MS 112 and other core math courses. Materials and methods in the teaching of elementary mathematics concepts and processes. Eligibility for the Teacher Education Program required. Taken in conjunction with EED 512, 513, and 514.

512. **Science for Children (3).** Prerequisites: All core science courses. Methods, materials, laboratory demonstration, and organization of science concepts and processes taught in the elementary grades. Eligibility for the Teacher Education Program required. Taken in conjunction with EED 511, EED 513, EED 514.
513. **Curriculum Integration in Teaching Social Studies (3).** Methods and materials of teaching social studies in the elementary grades. Eligibility for the Teacher Education Program required. Taken in conjunction with EED 511, EED 512 and EED 514.
514. **Practicum in Content Block (3).** This course provides prospective teachers an opportunity to observe, analyze, and apply mathematics, science, and social studies concepts and theories in schools and classrooms. Eligibility for the Teacher Education Program required. Taken in conjunction with EED 511, EED 512, and EED 513.
522. **Classroom Assessment for Learning (3).** This course is designed to help elementary teachers gain an understanding of classroom assessment, current trends and issues involving classroom assessment, and how to use assessment to be a more effective teacher and enhance student learning.
530. **Methods for Language and Literacy Development (3).** Prerequisite: Admission to Graduate Studies. Corequisites: RDG 520, RDG 521, ECE 533. The purpose of this course is to provide information regarding methods, materials, and research findings related to language and literacy development of early childhood and elementary students. Must meet Teacher Education Program eligibility.
532. **Issues and Trends in Elementary Education (3).** Prerequisite: Permission of instructor. Current issues and trends in elementary education are examined. (EED 532 is cross-listed with ECE 532 and only one course may be counted for credit.)
533. **Enhancing Learning Through Children's Literature (3).** Corequisites: EED 530, RDG 520, RDG 521. Techniques and strategies to utilize children's literature to enhance the elementary education curriculum. (EED 533 is cross-listed with ECE 533 and only one course may be counted for credit.)
540. **Curriculum Integration in Elementary Education (3).** Designed to examine the needs of elementary students within the content areas of language arts, math, science, and social studies, as well as the literacy needs of English Language Learners (ELL). Because literacy skills are so crucial to success in school, the course will focus on strategies and their application to the above content areas. (Replaces EFD 502.)
541. **Teaching Mathematics (3).** Advanced course in materials and teaching techniques for improving math concepts and skills.
542. **Teaching Reading (3).** Prerequisite: EED 342. This advanced course in reading examines the research base, theories, and current issues in reading as well as instructional methods and practices, effective strategy instruction, and assessment. Classroom observations required for the 5th year and/or non-teaching master's students. (EED 542 is cross-listed with RDG 542 and only one course may be counted for credit.)
543. **Social Studies and Today's Learner (3).** Advanced course in materials and methods of teaching social studies.
547. **Diagnosing Reading Abilities (3).** Prerequisite: Three semester hours of graduate study in reading or language arts. Research in diagnosing reading abilities, handling current diagnostic tools, and construction of evaluation of instruments.
548. **Materials and Methods for the Multicultural Classroom (3).** Advanced course in materials and methods of teaching for the multicultural classroom.

- 549. Teachers as Leaders in the Elementary Classroom Practicum (3).** Current teaching practices examined and implemented in an elementary classroom setting. Online assignments will augment and correspond with practicum experiences. It is a requirement for all JSU students who are completing a practicum or internship to be covered by professional liability insurance during the time of the practicum in the amount of \$1,000,000. (Not open to students enrolled in Alternative Fifth-Year Teacher Certification or EdS programs.)
- 550. Diversity in Today's Classroom (3).** Course provides information to educators, equipping them to work with ESL students, while incorporating curricular planning and instructional techniques specific to the diverse learner.
- 554. Integrating STEM and STEAM into Practice (3).** This advanced online course examines the underlying philosophies and foundations of the accomplished elementary science teacher.
- 588. Graduate Internship in Elementary Education (3).** Prerequisite: Successful completion of the appropriate Praxis II examination. Complete semester long internship and earn "pass/fail" upon completion of the course. Students will complete a working portfolio and electronic LiveText portfolio, along with other standard course requirements.

FAMILY AND CONSUMER SCIENCES COURSES (FCS)

- 526. Contemporary Issues in Textiles and Fashion (3).** Study of current global issues and trends in the textile and fashion industries.
- 536. Advanced Nutritional Therapy (3).** The study of advanced methods of nutritional management of individuals across the age continuum.
- 537. Advanced Methods of Nutritional Assessment (3).** Advanced methods for the nutritional assessment and nutritional management of individuals.
- 538. Critical Issues in Nutrition and Food Science (3).** Study and investigation of food, nutrition, and health issues facing the U.S. and world population.
- 552. Advanced Human Development and Family Relations (3).** Advanced study of human development and family relations across the lifespan.

EDUCATION FOUNDATIONS COURSES (EFD)

- 500. Research in Education (3).** An interpretation and conceptualization of research in education with a focus on how to locate, read, and analyze research as well as educational implications.
- 502. Curriculum Development (3).** Overall process of curriculum construction and revision.
- 510. Proactive Orientation for Teachers (3).** Orientation to organizational theory, site-based management, leadership skills, decision-making skills, and problem-solving strategies in secondary schools.
- 515. Seminar in Schools and Learning (2).** Survey of the psychological, sociological, philosophical foundations of American education.
- 521. Independent Research (1).** Prerequisite: Permission of the instructor and approval of the department head.
- 522. Independent Research (2).** Prerequisite: Permission of the instructor and approval of the department head.
- 523. Independent Research (3).** Prerequisite: Permission of the instructor and approval of the department head.

- 531. **Philosophy of Education (3).** Contemporary philosophies of education, their historical development, and the beliefs tantamount to each.
- 532. **Social Foundations of Education (3).** Analysis of current issues and trends throughout society with implications for education.
- 552. **Diversity Issues in Education (3).** Study of issues in multiculturalism, globalism and comparative education as they influenced educational leadership, school curricular design and emerging educational policy.
- 560. **Psychological Principles of Learning (3).** Advanced study of nature of knowledge, learning, and learner with emphasis on the teaching-learning process.
- 594. **Seminar in Contemporary Education (3).** Selected contemporary problems in education.

Note: 600 level courses are open only to persons holding master's degrees.

- 615. **Leadership (3).** Study of theories, models, and techniques for enhancing effective leadership in group settings in the context of site based management; practical applications through self-analysis and skill development.
- 620. **Measurement and Evaluation in Education (3).** Current issues in educational measurement and evaluation, including qualitative and quantitative data analysis and strategies for program development and improvement.
- 633. **Funding for School Improvement (3).** Developing state, federal, local, and grant resources to enhance school improvement.
- 645. **Contemporary Challenges in Multicultural Education (3).** This course is designed to prepare leaders to meet the needs of a diverse student population and focus on education through sociological and cultural lenses.
- 670. **Facilitating Quality Instruction in Mathematics with Colleagues (3).** Provides opportunities to gather, interpret, and to work with teachers to evaluate materials and best practices related to the teaching of mathematics. Evidence of inquiry may include presentations, lesson plans, projects, and lessons taught by teachers, etc.
- 672. **Facilitating Quality Instruction in Literacy with Colleagues (3).** Provides opportunities to gather, interpret, and to work with teachers to evaluate materials and best practices related to the teaching of literacy. Evidence of inquiry may include presentations, lesson plans, projects, and lessons taught by teachers, etc.
- 691. **Advanced Research in Education I (3).** Prerequisite for all majors: EFD 632; prerequisites for ECE and EED majors: ECE/EED 631 and ECE/EED 642. Identification and analysis of problems specific to the current educational environment with emphasis on development of innovative and unique solutions. Must be taken after all basic and concentration requirements have been successfully completed.
- 692. **Advanced Research in Education II (3).** Prerequisite: EFD 681. Continuation of identification and analysis of problems specific to the current educational environment with emphasis on development of innovative and unique solutions. Must be taken in the last semester of enrollment.

KINESIOLOGY
HEALTH AND PHYSICAL EDUCATION COURSES (HPE)

500. **Foundations of Health and Physical Education (3).** Designed to inform the physical education teacher and others about the foundation of physical education and sports. Emphasis will be on philosophy, objectives, movement, history, fitness, and the psychological and sociological foundations of physical education.
502. **Sociology of Sport (3).** Analysis and study of human behavior patterns as they relate to participation in sports and games.
503. **Sport History (3).** Development of sport in the U.S. and other countries.
506. **Methods of Teaching PE, P-5 (3).** Prerequisite: Eligibility for alternative fifth-year teacher certification program. Methods and techniques of teaching P-5 physical education.
507. **Methods of Teaching PE, 6-12 (3).** Prerequisite: Eligibility for alternative fifth-year teacher certification program. Methods and techniques of teaching 6-12 physical education.
510. **Physical Education Curriculum (3).** This advanced online course examines the underlying philosophies and foundations of the physical education curriculum in the educational setting (replaces EFD 502, Curriculum Development (3)).
512. **Physical Education Methods I (3).** An advanced study of the developmental approach to teaching elementary physical education in the schools. Beginning movement concepts and fundamental motor skills are discussed in relation to developmentally appropriate physical education including educational dance, educational gymnastics, games and fitness activities. Students will continue to study the theories and research that serve as the foundation for student learning in quality physical education programs. Particular attention is given to planning and management. Requires Teacher Education Program Eligibility.
513. **Physical Education Methods II (3).** An advanced study of the developmental approach to teaching physical education in the schools. Beginning and intermediate sport specific skill concepts and positive physical activity dispositions in relation to developmentally appropriate secondary physical education including sport, recreation and leisure activities, and fitness activities. Students will continue to study the theories and research that serve as the foundation for student learning in quality physical education programs. Special attention is given to curriculum and assessment. Requires Teacher Education Program Eligibility.
515. **Assessment in Health and Physical Education (3).** Advanced study of assessment techniques and tools with an emphasis on assessment in school based physical education settings.
520. **Best Practices in PE (3).** This advanced on-line course examines techniques and methodologies that have been shown to reliably produce desired outcomes in physical education.
525. **Current Issues and Trends in Athletics (3).** This advanced online course examines issues and trends encountered by secondary and collegiate coaches in the administration of sport programs. The concepts will be explored from a theoretical and applied perspective. This course examines possible courses of action to meet such issues and trends that occur in athletics. It includes in-depth study and problem-solving approaches.
530. **Physiology of Exercise (3).** Experiences in physiology of muscular activity and application of these to physical education, training, and health.

531. **Clinical Cardiopulmonary Physiology (3).** Advanced course in clinical exercise physiology. Study of the anatomy, physiology, and pathophysiology of the cardiac, vascular and pulmonary systems.
535. **Skill Analysis (3).** Basic skills involved in several individual and team sports; special attention will be given to body movement.
537. **Diversity Issues in PE (3).** Examination of current trends and issues in HPE with an emphasis on multicultural education through a focus on best practices for promotion of a physically active lifestyle. Special attention will be given to the role of race, gender, and language barriers in a physical education setting. The course includes best practices for effectively teaching all students in the 21st century. Students will also explore the use of technology and /or ways to promote physical activity away from physical education class.
539. **Diet and Performance (3).** Study of the basic nutrients and different types of diets, and their effects on health related and sports related fitness.
540. **Law and Ethics in Wellness and Sport Studies (3).** This course will investigate legal implications of those involved with physical education, recreation, and athletic programs.
545. **Stress Management (3).** This course is intended to help the PE teacher develop knowledge and skills relative to stress management. Emphasis is placed on stress responses and relaxation technique strategies.
551. **Tests and Measurements in PE (3).** Prerequisite: Eligibility for alternative fifth-year teacher certification program. Techniques of test evaluation, administration, and interpretations, emphasis on physical fitness, body mechanics, sports skills, and knowledge tests.
553. **Applied Exercise Physiology I (3).** The purpose of this course is to review undergraduate exercise physiology and provide the knowledge for a student to understand, plan, and implement exercise programs for health, fitness and human performance.
554. **Applied Exercise Physiology II (3).** The purpose of this course is to provide the knowledge for a student to understand, plan, and implement advanced training programs for maximizing fitness and human performance.
560. **Readings in PE (3).** Identification and analysis of current issues and trends; recent developments in physical education, curriculum, and practices in physical education.
562. **Physical Education Program (3).** Prerequisite: Eligibility for alternative fifth-year teacher certification program. Study of curriculum, teaching methods, skills, and the organization and administration of PE programs.
563. **Sport Finance (3).** Concepts, principles, and application associated with finance in the sport and physical activity contexts. This course covers a variety of topics ranging from basic financial concepts to taxation and cash management.
564. **Human Resources Management in Sport (3).** Concepts, principles, and application associated with human resources management in the sport and physical activity contexts. A variety of topics ranging from performance appraisal strategies to job design.
566. **Public and Media Relations in Sport (3).** Concepts, principles, and application associated with public and media relations issues in the sport and physical activity contexts. A variety of topics ranging from the process of sport information to the sport broadcast media.

567. **Sport Facility Administration and Design (3)**. Concepts, principles, and application associated with the planning, designing, and managing a sport facility. A variety of topics ranging from maintenance and security operations to sport facility design principles.
568. **Administration of Athletics (3)**. Place of interscholastic athletics in the program, organization and administration of program, budget, equipment, facilities, public relations, and legal liability.
575. **Physical Fitness and Wellness (3)**. Research evidence of relationships of physical exercise to the following: longevity, weight control, cardiovascular disease, low back pain, mental health, and aging.
576. **Sport Marketing (3)**. Introduction to the principles and application of marketing theory to the sport industry. Covers wide range of sport marketing related topics including promotion and media relations in sport businesses, licensing and sponsorship of sport products, and the marketing mix strategies for sport organizations. Students will gain valuable insight into the theory and practice of sport marketing strategies for a diverse range of sport related organizations.
578. **Research in Wellness and Sport Studies (3)**. The purpose of this course is to provide the foundation for the interpretation and conceptualization of research in HPER. This course will provide instruction on the variety of research methodologies and strategies and how to incorporate such strategies into personal research goals.
580. **Adapted Physical Education (3)**. Comprehensive study to develop ability to deal successfully with handicapped children, youth, and adults in a variety of settings.
581. **Advanced Practicum in Special Physical Education (3)**. Supervised field experience in applying skills, knowledge, and concepts in special physical education; supervised work with the handicapped.
582. **Research Seminar in Special Physical Education (3)**. Critical analysis and evaluation of current research and practical application in the field of special physical education.
583. **Perceptual Motor Development (3)**. Development of perceptual motor skills through physical activities; including locomotor skills, laterality and direction ability; investigations of theories, programs, activities, and evaluation.
585. **Physical Activity and the Aging Process (3)**. Examination of scientific evidence concerning the relationship between physical activity level and physical, mental, and social-psychological wellbeing during aging.
586. **Sport Promotion and Event Planning (3)**. Concepts, principles, and application associated with planning and promoting sporting events. Topics range from developing an event budget to attracting sponsors to a sporting event.
588. **Graduate Internship in PE, P-12 (3)**. Prerequisite: Successful completion of the appropriate Praxis II examination. Complete semester long internship and earn "pass/fail" upon completion of the course. Students will complete a working portfolio and electronic LiveText portfolio, along with other standard course requirements.
590. **Directed Study in Wellness and Sport Studies (3) (3)**. Prerequisites: Permission of instructor and approval of the department head. Students will collaborate with a faculty member to complete a specific research/literature review project. May be repeated once for a total of six (6) credit hours.
591. **Internship in Sport Management (3)**. The sport management internship is designed to provide students with practical experience under the supervision of an athletic administrator in a secondary school setting.

- 592. Internship in Sport Marketing and Administration (3).** Provides students with practical experience under the supervision of a sport management practitioner. This mutually beneficial relationship enhances the student's job marketability in the field of sport management by providing the student with professional experience.
- 598. Independent Study in PE (3) (3).** Prerequisites: Permission of the instructor and approval of the department head. Opportunity to explore, in detail, an area or issue in PE. May be repeated once for a total of six (6) credit hours.

INSTRUCTIONAL LEADERSHIP COURSES (IL)

- 504. Graduate Education and Technology (3).** An introductory course for students accepted into the Instructional Leadership program. Students will be instructed on expectations surrounding the program of study. The course will also serve to develop technology skills specific to locating, creating, and disseminating information for educational purposes. Students accepted to the Instructional Leadership program are required to take IL 504 the first semester of enrollment.
- 510. Action Research (3).** A study of the basic elements of action research design with effective research and evaluative strategies.
- 553. Leading for Learning (3).** Principles of curriculum development, staff development, and instructional leadership at the local school and system levels.
- 555. Management of the Learning Organization I (3).** Development and managing financial resources to enhance student learning. This new course will replace EAD 563 School Finance (3).
- 556. Management of the Learning Organization II (3).** Processes and procedures to develop and enhance the school's learning environment. This new course will replace EAD 556 Management of Student Services (3).
- 562. Leading Change for Student Learning (3).** This course addresses the successful preparation of visionary school leaders who focus on improving schools, instructional leaders who are moral advocates for students and for the communities they serve; and responsible leaders who connect with diverse groups of people.
- 564. Law and Ethics (3).** Legal, ethical, and political structures under which school personnel and community counselors function with emphasis on school-community interaction and institution advocacy.
- 566. Internship in Instructional Leadership (3).** Prerequisites or corequisites: IL 553, 556, 562, 563, 564, 576 and passing the Praxis II: School Leadership. May be taken before or after IL 576, but must be taken during the last or next-to-last semester of the student's program. Either IL 566 or IL 576 must be taken in the last semester. Supervised field-based experience: study, analysis, observation, and participation in instructional programs in selected schools under the guidance of a school mentor and the university supervisor. Offered fall and spring and must be completed at JSU.
- 576. Internship in Instructional Leadership and Residency (3).** Prerequisites or corequisites: IL 553, 556, 562, 563, 564 and passing the Praxis II: School Leadership. May be taken before or after IL 566, or may be taken with IL 566 with permission of advisor. Either IL 566 or IL 576 must be taken in the last semester. Supervised field-based experience including participation in and leadership of educational programs in selected schools under the supervision of a mentor who is a practicing school administrator, and a university supervisor: includes the ten-day residency; must be scheduled during the last or next-to-last semester of study, must be completed at JSU; is offered fall, spring, and summer semesters.

Note: 600 level courses are open only to persons holding master's degrees.

Note: To enroll in any 500 or 600 level EAD course (except EAD 564, Law and Politics) students must be admitted to one of the following programs: the MSE with a major in Instructional Leadership or the EdS with a major in Educational Leadership.

- 612. Planning and Managing Facilities and Programs (3).** Procedures and issues related to design, development, and operation of educational facilities and programs.
- 614. Internship in Personnel Development I (3).** Procedures and issues related to development of and administration of effective and efficient processes for hiring, mentoring and, inducting new faculty.
- 620. Internship in Personnel Development II (3).** The study of supervisory leadership for personnel development focusing on instructional improvement.
- 632. Research in Instructional Leadership (3).** Study of the research process, analysis and evaluation of selected research literature, and actual research proposal development.
- 650. Seminar in Curriculum Development (3).** The study of theory and practice of curriculum development.
- 691. Problems in Instructional Leadership I and Internship (3).** Prerequisite: IL 612. Development of a practical and problem-solving process in relation to the administration of schools and school systems. This course culminates in a public presentation of a school-based problem-solving project. Course must be scheduled near the end of a student's program.
- 692. Problems in Instructional Leadership II and Internship (3).** Prerequisite: IL 691. Continuation of practical problem-solving in relation to the administration of schools and school systems culminating in a public presentation of a school based problem-solving project.

INSTRUCTIONAL MEDIA COURSES (EIM)

- 502. Technology in Education (3).** The use of technology in the school setting. Research, small group discussions, and demonstrated applications will be emphasized.
- 503. Technology-Enhanced Teaching and Learning (3).** Introduction to instructional technology focusing on methods for integrating technology and media into classroom instruction.
- 504. Learning through Interactive Technologies (3).** Survey of current software and web-based technological applications in alignment with the needs of today's learners.
- 505. Digital Literacy in the Classroom (3).** Study of current school-based technological processes and procedures with an emphasis on student and teacher empowerment in the areas of finding, evaluating, and using digital products; understanding social and ethical issues raised by technology; and applying critical thinking skills to the use of technology in the K-12 environment.
- 517. Designing Virtual Learning Spaces (3).** Examines best practices of quality online courses. Students will plan, design, and develop online instructional materials with a focus on collaboration and interactivity to improve the educational experience of the user.
- 551. Technology in School Environments (3).** Examines the processes and technology in the K-12 environment, including the media center, the classroom, and via wireless/data plan networks.

555. **Instructional Design (3).** Design and development of a systematic approach to learner-based instruction emphasizing the role of technology and media in the learning process.
610. **Emerging Technology and Collaborative Tools (3)** Introduces the latest innovative technologies that promote learning. Students will explore various learning environments and develop technology enhanced educational activities that are engaging, collaborative, and place emphasis on increasing student achievement.
615. **Online Course Design (3)** Examines best practices of quality online courses for the K-12 environment. Students will plan, design, and develop a medial rich online course with a focus on collaboration and interactivity. Courses will be designed to meet iNACOL National Standards for Quality Online Program.
620. **Educational Multi-Media and Video (3).** Introduces the basics of video production utilizing digital video recording devices and video editing equipment. Students will study video technologies, basic equipment operation, video composition and video storytelling. Topics stress the creation of digital video productions for inclusion in multimedia and web applications for educational settings.
624. **Advanced Digital Photography in Education (3).** Addresses the technical, visual and conceptual challenges involved with digital photography in an educational setting. Topics include digital photography processes, file and storage consideration, image evaluation, image manipulation, and methods for using digital images to develop critical thinking skills.

LIBRARY MEDIA COURSES (LM)

511. **Collection Development (3).** Criteria of selection and evaluation of media center materials for building a library media collection to support the curriculum and encourage reading for pleasure. The tools/techniques used in selection all forms of materials and equipment for school library media centers are emphasized. Offered fall and spring semesters.
512. **Children and Young Adult Literature (3).** Evaluation of books and other materials for junior/senior high school students. Selection aids, selection criteria, and interests, needs, and abilities of young adults emphasized; children's literature component included for those who have not previously taken a children's literature course.
513. **Management of Media Centers (3).** Policies and procedures relative to the operation of a media center.
515. **Internship in Media Services (3).** Prerequisite: Permission of the instructor. Directed experience in performing various services in a school library media center. Must be completed at JSU.
516. **Practicum in Media Services (3).** Prerequisites: LM 515 and permission of the instructor. Directed experience in performing various services in a school library media center.
530. **Librarian as Instructional Partner (3).** Examines the techniques needed for successful instruction across various grade levels and disciplines with a focus on standards-based instruction and assessment.
531. **Trends, Issues, Innovation, and Leadership in Libraries and Schools (3).** A survey of the current trends and issues that affect libraries and schools. Promotes the process of becoming a school-based leader and instructional partner.

532. **Collection Management, Cataloging, and Reference (3).** Criteria of selection and evaluation of media center materials for building a library media collection to support the curriculum and encourage reading for pleasure. Principles and procedures of classifying and cataloging print and non-print media. Study and evaluation of basic reference source and services.
612. **Advanced Materials for Children and Young Adults (3).** Applies innovative tools and techniques for access and utilization of materials for children and young adults in the classroom as they relate to collaboration with teachers. E-books and other electronic media emphasized. Lesson plans that are technology-oriented will be developed as students explore the integration of a variety of materials as they relate to learning styles and enhancement of learning.

READING SPECIALIST COURSES (RDG)

520. **Foundations of Teaching Reading (3).** Corequisites: RDG 521, ECE 533, EED 530. The purpose of this course is to provide information regarding methods, materials, and research findings concerned with beginning reading instruction for the elementary grades. Requires Teacher Education Program Eligibility.
521. **Practicum in Teaching Reading (3).** Prerequisite: Admission to Graduate Studies. Corequisites: RDG 520, EED 530, ECE 533. Provides prospective teachers an opportunity to observe, analyze, and apply concepts and theories in schools and classrooms. Requires Teacher Education Program Eligibility.
530. **Reading Methods for the Inclusive Classroom Teacher (3).** Requires Teacher Education Program eligibility. Provides information regarding methods, materials, and research findings concerned with reading strategies for students with exceptionalities. The course is designed for general or special education classroom teachers and education professionals.
538. **Teaching Reading in ECE (3).** Methods, materials and research findings concerned with beginning reading instruction emphasizing P-3.
542. **Strategic Reading Across the Curriculum (3).** Provides instruction in methods and materials regarding strategic reading for the elementary grades with emphasis on building expertise in literacy instruction, including traditional and new literacies across the curriculum. Simulations, scenarios, blogging, wiki posts, and reflection are an important component of this course.
543. **Teaching Struggling Readers: Methods for Collaborative Education (3).** Prerequisites: SPE 300 or 500, SPE 524, SPE 554. Corequisites: SPE 537, SPE 564. Requires Teacher Education Program eligibility. Provides teacher candidates with methods, materials, and research findings on the foundations of teaching reading for the elementary grades.
545. **Teaching Language Arts (3).** Scope and sequence of total language arts program in the elementary school; individual research projects. (RDG 545 is cross-listed with EED 545 and only one course may be counted for credit.)
546. **Multicultural Literature (3).** Using literature to increase cultural awareness can be an effective tool for teaching in the elementary classroom. Students will explore, analyze, and share literature that portrays the history, customs, values, and /or languages of various cultural groups. Requires Teacher Education Program Eligibility.
547. **Diagnosing Reading Abilities (3).** Prerequisites: here semester hours of graduate study in reading or language arts. Requires Teacher Education Program Eligibility. Research in diagnosing reading abilities, handling current diagnostic tools, and construction of evaluation of instruments.

- 567. Literacy Theory and Practice (3).** Prerequisite: ESE 383 or instructor approval. Teaching reading in subject matter areas and developmental reading for high school students. (RDG 567 is cross-listed with ESE 567 and only one course may be counted for credit.)
- 572. Assessment and Diagnosis in Reading (3).** Prerequisite: EED 542 or RDG 542. Application of knowledge gained in course work; emphasis placed on using a variety of formal and informal assessment tools to determine the strengths and weaknesses of struggling readers while using this information to implement specialized instruction to enhance the student's literacy development; case study requires collection and interpretation of assessment data, planning, and implementation of remediation lessons for the struggling reader.
- 573. Intervention Strategies for Reading Instruction (3).** Prerequisite: EED 542 or RDG 542. Examines research-based best practices in effective intervention strategies for students experiencing difficulties in reading; reading materials and programs will be examined and evaluated in terms of application for effective intervention instruction.
- 574. Practicum for Teachers of Reading (3).** Prerequisites: EED 542 or RDG 542; a passing score on the appropriate Praxis II examination is required prior to enrolling in this course. Application of knowledge gained in course work; emphasis placed on providing literacy services in developmental reading or reading intervention programs at a variety of levels.
- 575. Internship in the Organization and Supervision of Reading Programs (3).** Prerequisites: EED 542 or RDG 542 and successful completion of the appropriate Praxis II examination. Application of knowledge gained in course work; emphasis placed on designing and implementing literacy programs, planning and providing professional development, providing leadership in literacy instruction and serving as a resource for teachers, administrators, and the community. Must be completed at JSU.

SECONDARY EDUCATION COURSES (ESE)

- 500. Research and Statistics in Secondary Education (3).** Provides the foundation for the interpretation and conceptualization of research in secondary education. Instruction will focus on the variety of research methodologies and statistical analysis to develop and incorporate such strategies into action research projects for the 6-12 classrooms. Replaces EFD 500.
- 502. Curriculum Development in Secondary Schools (3).** Advanced study of the theories, models, and practical application of curriculum development and revision in Secondary Schools.
- 505. Education Methods, Assessment, and Technology in Secondary Schools (3).** Corequisite: ESE 510. Provides an introduction to basic teaching methodologies, assessment strategies, and available technologies for students seeking alternative certification. Students wishing to take this course must be fully eligible for the Teacher Education Program.
- 510. Secondary Practicum One (2).** Corequisite: ESE 505. Practical experience for students enrolled in ESE 505. Provides a 100 clock-hour, Level II clinical experience, supervised by secondary education faculty. Students wishing to take this course must be fully eligible for the Teacher Education Program.
- 520. Teaching Mathematics (3).** Materials and methods of teaching mathematics at the secondary level. Requires Teacher Education Program eligibility. Offered in the Fall and Spring Semesters only.

- 521. Teaching Social Studies (3).** Materials and methods of teaching history and the social sciences at the secondary level. Requires Teacher Education Program eligibility. Available in fall and spring semesters only.
- 522. Teaching Language Arts (3).** Materials and methods of teaching the language arts at the secondary level. Requires Teacher Education program eligibility. Available in fall and spring semesters only.
- 523. Teaching General Science (3).** Materials and methods of teaching the natural and physical sciences at the secondary level. Requires Teacher Education Program eligibility. Available in Fall and Spring semesters only.
- 531. Philosophy of Adolescent Education (3).** Advanced study of contemporary philosophies of education as they relate to the education of adolescents, the historical development of these philosophies as they have been applied at the secondary education level, and the impact these philosophical beliefs have on secondary education.
- 534. Secondary Practicum Two (3).** Corequisite: Students must also be enrolled in the appropriate special methods course ESE 520-523. Practical experience for students enrolled in ESE 520-523. Provides a 150 clock-hour, Level III clinical experience, supervised by secondary education faculty. This practicum allows students to observe the daily functions of teachers and students and teach a minimum of six full lessons in a local school setting. Students wishing to take this course must be fully eligible for the Teacher Education Program.
- 540. Diversity and Multicultural Education in the United States (3).** Prerequisites: Student must fulfill one of the following in order to take this course: 1) Admission to the School of Education OR 2) Previous degree in an education related field OR 3) Permission from instructor or department head to take the course. This course develops a broad understanding of the student diversity in secondary schools in the United States. Various approaches to multicultural education will be employed to equip Teacher Candidates with teacher to a diverse student population.
- 561. Foundations of Secondary Education (3).** Examines the basic schools of thought concerning the foundations of public education with an emphasis on the psychological, sociological, and philosophical impact on the nature of learning and the learner. Students wishing to take this course must be fully eligible for the Teacher Education Program.
- 567. Literacy Theory and Practice (3).** Examines literacy theory and practice in the secondary schools. ESE 567 is cross-listed with RDG 567 and only one course may be counted for credit. Students wishing to take this course must be fully eligible for the Teacher Education Program.
- 570. Critical Inquiry in Mathematics (3).** Provides opportunities to gather, interpret, and evaluate materials related to the teaching of mathematics. Evidence of inquiry may include in-class essay examinations, prepared essays, presentations, projects, etc.
- 571. Critical Inquiry in History and Social Science (3).** Provides opportunities to gather, interpret, and evaluate materials related to the teaching of history and social science. Evidence of inquiry may include in-class essay examinations, prepared essays, presentations, projects, etc.
- 572. Critical Inquiry in English Language Arts (3).** Provides opportunities to gather, interpret, and evaluate materials related to the teaching of language arts. Evidence of inquiry may include in-class essay examinations, prepared essays, presentations, projects, etc.

573. **Critical Inquiry in Biology and General Science (3).** Provides opportunities to gather, interpret, and evaluate materials related to the teaching of biology and general science. Evidence of inquiry may include in-class essay examinations, prepared essays, presentations, projects, etc.
590. **Classroom Management Theory and Practice (3).** Prerequisite: Student must fulfill one of the following in order to take this course: (1) Admission to the School of Education OR (2) Previous degree in an education related field OR (3) Permission from instructor or department head to take the course. This course provides an introduction to the major theories related to classroom management and appropriate application of these theories into the secondary school environment.

SPECIAL EDUCATION/COLLABORATIVE TEACHER COURSES (SPE)

500. **Survey Course in Special Education (3).** (Students who have not previously satisfied the special education requirement at the undergraduate or graduate level must take SPE 500.) Foundations of Collaborative Education as well as various areas of exceptionality including cognitive impairments, behaviorally disordered, multiple disabled, learning disabled, gifted and talented, hearing impaired, visually impaired, autism spectrum disorder, speech and language disordered, and early education for students with disabilities.
505. **Functional Communication (3).** Developmental approach to acquisition of language with emphasis on educational intervention for specific linguistic anomalies.
509. **Data Analysis, K-12 (3).** Use of technology to support collection, organization, and presentation of classroom assessment data. Emphasis on summarizing, describing, presenting, and interpreting data to facilitate decision-making for students with various disabilities.
510. **Characteristics of Disabilities Across the Lifespan (3).** Prerequisite: SPE 300/500 or equivalent. Introduction of the basic concepts and issues of biological and psychological growth and development from birth to death. Emphasis on biophysical, cognitive, and psychosocial diversity in development throughout the lifetime for individuals with disabilities.
511. **Methods and Materials, Severe Disabilities (K-12) (3).** Prerequisite: SPE 502. Methods for teaching students with moderate to severe disabilities throughout the life span including hands-on experiences; emphasis on career education, transitions, and lesson plans emphasizing life skills. Emphasis is on self-evaluation and plans to improve instruction.
512. **Methods and Materials, Mild Disabilities (K-12) (3).** Prerequisite: SPE 502. Advanced discussion of how mild disabilities affect academics and behavior; current methods for teaching and training individuals from kindergarten through graduation.
516. **Characteristics of Mild to Moderate Disabilities (3).** Prerequisite: SPE 300 or SPE 500. Introduction to potential causes, characteristics, definitions, placement process, classification and the matching of limited forms of intervention with students exhibiting disabilities of learning and behavior.
517. **Methods: Mild to Moderate Disabilities K-6 (3).** Prerequisite: SPE 300 or SPE 500. Designed to familiarize students with assessment instruments, perspectives, therapeutic techniques, and curriculum materials associated with teaching students with disabilities of learning and behavior.

518. **Methods: Mild to Moderate Disabilities 6-12 (3).** Prerequisite: SPE 300 or SPE 500. Designed to familiarize students with assessment instruments, perspectives, therapeutic techniques, and curriculum materials associated with teaching students with disabilities of learning and behavior.
520. **Technology for SPE (3).** Specialized applications of classroom technology to support UDL and RTI for students with disabilities with diverse learning needs.
521. **Collaborative Reading/Math Strategies (3).** Strategies for identifying problems and planning instruction to remediate reading and/or math problems.
522. **Assessment of Special Populations (3).** Focuses on the evaluation process, related strategies and instruments designed to facilitate decision-making for students with various disabilities.
524. **Methods and Strategies for Learning and Behavior (3).** Prerequisite: SPE 300/500 or equivalent. Corequisite: SPE 534. Introduction of collaborative co-teaching models, strategies for creating an inclusive environment, and individual educational/instructional planning.
525. **Collaborative Math Strategies (3).** Strategies for identifying problems and planning instruction to remediate math problems.
526. **Methods in Autism Spectrum Disorder (3).** Prerequisites: SPE 300 or 500, SPE 524, SPE 554. Requires Teacher Education Program eligibility. This is a weekly seminar that focuses on Autism Spectrum Disorder. It consists of a series of seminars on major topics related to ASD such as: historical timeline, diagnosis and assessment, advocacy, current research and statistics, behavioral interventions, classroom supports and services, transition and it covers the lifespan.
527. **Methods and Materials, Severe Disabilities (K-12) (3).** Corequisite: SPE 563. Advanced discussion of how severe disabilities affect academics and behavior. Emphasis on current methods for teaching and training individuals from kindergarten through high school.
528. **Methods and Materials, Mild Disabilities (K-12) (3).** Corequisite: SPE 551. Advanced discussion of how mild disabilities affect academics and behavior. Emphasis on current methods for teaching and training individuals from kindergarten through high school.
529. **Collaborative Teaching for Secondary Classrooms (3).** Prerequisite: SPE 300 or 500, SPE 554, SPE 524. Corequisites: SPE 555, SPE 580. Requires Teacher Education Program Eligibility. This course is designed to provide teacher candidates with an understanding of collaborative and co-teaching models in the secondary classroom setting. Theories of neurodiversity, secondary course content standards, and student engagement techniques will be presented.
532. **Methods and Strategies for Enrichment: Teaching Gifted Students in the Inclusive Classroom (3).** Requires Teacher Education Program eligibility. The purpose of this course is to provide an introduction to collaborative co-teaching models, theories of exceptionalities, and methods for gifted enrichment. The course is designed for general or special education classroom teacher and education professionals.
533. **Applied Behavior Analysis in SPE (3).** Selection, defining and measurement of behavior; construction of graphs to interpret behavior and analyze behavior changes, research designs, and planning and evaluating behavior analytic research.
534. **Assessment and Classroom Management (3).** Prerequisite: SPE 300/500 or equivalent. Corequisite: SPE 524 Administration of academic and behavioral assessments, interpretation of test scores, and the development of plans to address academic and classroom behavior.

535. **Formative and Summative Assessment (3).** Use of technology to support collection, organization, and presentation of formative and summative classroom and student assessment data with emphasis on summarizing, describing, presenting, and interpreting data to facilitate decision-making for K-12 students with various disabilities.
536. **Methods for Severe Disabilities (3).** Prerequisite: SPE 300 or 500, SPE 554, SPE 524. Corequisites: SPE 565. Teacher Candidates will develop plans and skills that allow them to teach and interact with individuals in needs of ongoing support in more than one major life activity. This includes integration into community settings and learning to enjoy a quality of life comparable to others with less or no disabilities. Supporting skills for communication, self-care, independent living, employment, and self-sufficiency will also be addressed.
537. **Elementary Collaborative Teaching (3).** Prerequisite: SPE 300 or 500, SPE 554, SPE 524. Corequisites: RDG 543, SPE 564. This course provides teacher candidates with strategies for meeting the educational needs of student with mild disabilities in elementary inclusive general education classrooms or special education classrooms. Includes theories of collaboration, models of co-teaching, and response to intervention procedures.
551. **Practicum in Mild Disabilities (3).** Corequisite: SPE 528. Practical teaching experiences in all public school core general education curriculum areas, as well as communication, social behavior and transition skills.
554. **Medical, Legal, and Ethical Aspects of SPE (3).** Preparation of candidates for professionalism, advocacy, and knowledge of medical, legal, and ethical aspects of students with disabilities within classroom settings.
555. **Mathematics Strategies for Collaborative Special Education (3).** Prerequisite: SPE 300 or 500, SPE 554, SPE 524. Corequisites: SPE 580, SPE 529. Requires Teacher Education Program eligibility. The purpose of this course is to acquaint students with materials and methods in the teaching of mathematics concepts and processes based on the Standards developed by the National Council of Teachers of Mathematics, Common Core State Standards and the new "Standards-based" curricula. Specific strategies for struggling mathematics learners will be presented.
560. **Characteristics of Severe Disabilities (3).** Prerequisite: SPE 300 or SPE 500. Broad overview of a typical development and characteristics of low incidence and severe disabilities; focuses on students with low incidence and severe physical, mental, and medical developmental disabilities at the graduate level.
561. **Research and Practices: Severe Disabilities K-6 (3).** Prerequisite: SPE 300 or SPE 500. Study of methodologies, materials, and management techniques for students with severe physical, mental, and medical developmental disabilities K-6 grades.
562. **Research and Practices: Severe Disabilities 6-12 (3).** Prerequisite: SPE 560 or permission of instructor. Study of methodologies, materials, and management techniques for students with severe physical, mental, and medical developmental disabilities 6th - 12th grades.
563. **Practicum in Severe Disabilities, K-12. (3).** Corequisite: SPE 527. Practical teaching experiences with students who have intellectual and adaptive behavior scores in the significant cognitive disability range served in a self-contained classroom for students with severe disabilities.
564. **Practicum in K-6 Mild Setting (2).** Prerequisite: SPE 300 or 500, SPE 554, SPE 524. Corequisites: SPE 537, RDG 543. Requires Teacher Education Program eligibility. This field experience provides Teacher Candidates opportunities to observe, analyze, and apply concepts and theories in the K-6 mild setting. Teacher

Candidates will integrate co-teaching, foundations reading, and principles of collaboration within the classroom environment.

- 565. Practicum in Severe Methods K-12 (2).** Prerequisites: SPE 300 or 500, SPE 524, SPE 555. Corequisite: SPE 536. Requires Teacher Education Program eligibility. This clinical experience provides Teacher Candidates opportunities for application of theory and methods in severe education settings. Teacher Candidates in this practicum will participate in 6-12 experiences through Transition University along with K-6 experience in appropriate school settings.
- 570. Action Research in SPE (3).** This course will be the culminating experience in the program. Candidates will be required to conduct an action research project in their practicum/internship placement on either an individual student or the entire class. Candidates will be required to write up the research project for possible submission and present the project to the SPE Graduate Faculty.
- 580. Practicum in 6-12 Mild (2).** Prerequisites: SPE 300 or 500, SPE 554, SPE 524. Corequisites: SPE 529, SPE 555. Requires Teacher Education Program eligibility. This clinical experience provides Teacher Candidates opportunities to observe, analyze, and apply concepts and theories in collaborative settings. Teacher candidates in this practicum will participate in Transition University along with appropriate school settings.

EMERGENCY MANAGEMENT

The Department of Emergency Management (EM) offers courses leading to the MS with a major in Emergency Management. This degree balances conceptual knowledge in emergency management with skill acquisition in crisis management, hazard assessment and other analytic and management skills.

The Department of Emergency Management (EM) also offers courses for the MPA with a major in public administration and a concentration in emergency management and supporting courses for the MA with a major in liberal studies. For information on the MPA, please refer to the Public Administration section of this bulletin. For information on the MA with a major in liberal studies, please see the Liberal Studies section of this bulletin.

A [graduate certificate in emergency management](#) is also available for non-degree students who wish to specialize in the area of emergency management. Upon satisfactorily completing the requirements of the [graduate certificate](#) (comprehensive examination not required for graduate certificate), an entry will be made on the student's transcript. A student who completes the [graduate certificate in emergency management](#) may apply the 15 hours credit toward the MA with a major in liberal studies, MPA with a concentration in emergency management, or the MS with a major in emergency management. All course work for the MA, MPA, and MS degrees, including the emergency management concentration course work, must be completed within six years. Please review our [Graduate Certificate Disclosure](#) information.

Finally, the Department offers the Doctor of Science with a major in Emergency Management as well. JSU's doctoral program provides the focused, interdisciplinary, and comprehensive analysis and applied research necessary for the complex work associated with emergency management. The curriculum is organized around specific knowledge, skills, and professional values unique to the practice of emergency management.

All Emergency Management programs are only offered online. International students must remain in their home country to be eligible for admission to these programs.

DSc IN EMERGENCY MANAGEMENT

The Doctor of Science degree requires a total of 60 semester credit hours. Required coursework includes 42 hours in administration and policy, practice areas, and research methods and statistics, plus a minimum of 18 hours of dissertation credit. In addition, applicants must hold a master's degree in emergency management or a related field. While courses are delivered online, students are required to participate in a weeklong seminar on campus once each academic year, for the first three years of their program. **All Emergency Management programs are only offered online. International students must remain in their home country to be eligible for admission to these programs.**

Upon completion of the required 42 hours of coursework, doctoral students must pass three qualifying exams. Accommodations will be made to support students with either onsite or offsite qualifying exam administration. After students have passed all three exams, they may advance to doctoral candidacy.

Doctoral candidates will complete an applied research dissertation. The candidate must enroll for a minimum of 18 hours of dissertation credit during candidacy. All requirements for the degree must be completed in ten years.

APPLICATION MATERIALS AND DEADLINES REQUIRED FOR THE DSc IN EMERGENCY MANAGEMENT

Applicants for the Doctor of Science in Emergency Management degree must hold a master's degree from an accredited school and must submit all of the following documentation to Graduate Admissions, Jacksonville State University, 700 Pelham Road North, Jacksonville, AL 36265-1602, to be considered for admission. **Applications are considered for admission for the fall semester only and all materials must be received in Graduate Admissions by January 31.** Applications completed after January 31 will be considered for admission in the fall semester of the following year.

1. Completed JSU Graduate Application for Admission (available online at www.jsu.edu/graduate/admission/grad_app.html).
2. Non-refundable \$35 application processing fee.
3. A Statement of Purpose setting forth career goals and research interests.
4. A resume, including education, employment, and service activities.
5. Three Graduate Reference Forms completed by individuals who can provide qualitative assessment of applicant's potential for success in doctoral course work and citing potential professional leadership ability. Reference forms will be submitted electronically. Instructions for submission will be sent through email to the applicant upon submission of the online graduate application.
6. Official transcripts from all colleges/universities with degrees posted. (Students who have previously attended JSU do not need to request a transcript from the university.)
7. Official test scores on the Graduate Record Exam (GRE) taken within five years of enrollment.
8. If English is not the applicant's native language, the applicant is required to submit an official TOEFL score report, an IELTS score report, or a PTE score report (please refer to page 25 of this bulletin).

DSc IN EMERGENCY MANAGEMENT

Integrative Seminar (In-residence; 2 hours each; 6 hours required):

EM 802	Integrative Seminar (1st year)
EM 804	Integrative Seminar (2nd year)
EM 806	Integrative Seminar (3rd year)

Administration and Policy (3 hours each; 9 hours required):

EM 812	Disaster Management Principles and Practice
EM 814	Interdisciplinary Disaster Theory and Research
EM 823	Institutional Context and Emergency Management Policy
EM 825	Systems Thinking and Applications in Emergency Management

Practice Areas (3 hours each; 6 hours required):

EM 832	Hazards Risk Management and Community Resilience
EM 834	Risk-Based Response and Recovery Strategy Development and Operations
EM 843	Emergency Management Program Management

Research Methods and Statistics (3 hours each; 12 hours required):

EM 853	Research Design
EM 855	Advanced Data Analysis
EM 862	Cost-Benefit Analysis or
EM 864	Qualitative Research or
EM 866	Evaluation Research or
EM 868	Directed Research
EM 869	Directed Research

Electives (3 hours each; 9 hours required):

EM 871	Voluntary and Nonprofit Disaster Management
EM 873	Health Care Systems in Disaster
EM 875	Risk Communication
EM 877	Crisis Leadership and Management
EM 878	IT Applications for Emergency Management
EM 879	Spatial Analysis and GIS for Emergency Management
EM 882	Directed Study
EM 884	Directed Study
EM 886	Directed Study

Dissertation (3 hours each; 18 hours required):

EM 899	Dissertation Research
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60 Doctoral Semester Hours Required for this Degree

APPLICATION MATERIALS REQUIRED FOR THE MS WITH A MAJOR IN EMERGENCY MANAGEMENT

Applicants for the MS with a major in emergency management must submit all of the following documentation to Graduate Admissions, Jacksonville State University, 700 Pelham Road North, Jacksonville, Alabama 36265-1602, to be considered for admission:

1. Completed JSU Graduate Application for Admission (available online at www.jsu.edu/graduate/admission/grad_app.html).
2. Non-refundable \$35.00 application processing fee.
3. Official transcripts from all colleges/universities with degrees posted. (Students who have previously attended JSU do not need to request a transcript from the university.)
4. A statement of purpose/interest that shows why the MS degree is important to the applicant, what the applicant will bring to the program, and how the degree will benefit the applicant's career aspirations.
5. A professional resume including academic history, employment, and voluntary/community work.
6. If English is not the applicant's native language, the applicant is required to submit an official TOEFL score report, an IELTS score report, or a PTE score report (please refer to page 25 of this bulletin).

ADMISSION REQUIREMENTS FOR THE MS WITH A MAJOR IN EMERGENCY MANAGEMENT

A particular undergraduate major is not specified for admission to the program. Applicants must meet one of the following requirements:

Unconditional Admission

Applicants with an undergraduate GPA of 3.00 or higher will be unconditionally admitted.

Conditional Admission

Applicants with an undergraduate GPA of 2.50 to 2.99 will be conditionally admitted.

Any applicant failing to meet the requirement for unconditional admission may be conditionally admitted with the recommendation of the graduate faculty in the applicant's major.

Applicants who are granted conditional admission must achieve a GPA of at least 3.00 on the first 12 graduate hours attempted within a twelve-month time frame. Failure to meet these conditions will result in the student being dropped from graduate studies.

MINIMUM REQUIREMENTS FOR THE MS WITH A MAJOR IN EMERGENCY MANAGEMENT

A total of 30 graduate semester hours is required for the degree with 21 required hours of emergency management courses and nine hours of approved emergency management electives. Candidates for the degree must also pass a comprehensive exam. Courses taken in other fields must be approved by the department head of emergency management for recommendation to the Director of Graduate Studies.

**MASTER OF SCIENCE
MAJOR: EMERGENCY MANAGEMENT**

Required Emergency Management Courses (21 semester hours):

EM 505	Foundations of Emergency Management (3)
EM 525	Disaster Recovery (3)
EM 530	Research Methods in Emergency Management (3)
EM 540	Hazard Mitigation (3)
EM 545	Emergency Preparedness (3)
EM 555	Disaster Response (3)
EM 590	Capstone in Emergency Management (3)

Electives (9 semester hours):

Elective courses should be based on student interest and career objectives and are to be chosen from any 500 level emergency management elective offerings at JSU.

EM 515	Legal Aspects of Emergency Management (3)
EM 521	Exercise Design and Evaluation (3)
EM 535	Terrorism and Homeland Security (3)
EM 548	Vulnerability and Capacity-Building (3)
EM 565	Management Systems in Disaster (3)
EM 568	Crisis Management for Business and Industry (3)
EM 570	Biosecurity (3)
EM 575	Health and Medical Aspects of Emergency Management (3)
EM 580	Current Issues in Homeland Security (3)
EM 581	Disaster Analysis (3)
EM 585	The Military's Role in Disaster Relief (3)
EM 586	Current Topics in Emergency Management (3)
EM 595	Directed Studies (3)
EM 596	Internship (3)
EM 598	Emergency Management Leadership and Organizational Behavior (3)

30 Graduate Semester Hours Required for this Degree

Course descriptions for the emergency management courses are provided on pages 215-219.

APPLICATION MATERIALS REQUIRED FOR A GRADUATE CERTIFICATE IN EMERGENCY MANAGEMENT

This [certificate](#) provides students with graduate level instruction in homeland security, and balances conceptual knowledge in emergency management with skill acquisition in crisis management, hazard assessment and other analytic and management skills. Please review our [Graduate Certificate Disclosure](#) information.

Applicants for the [graduate certificate in emergency management](#) must submit all the following documentation to Graduate Admissions, Jacksonville State University, 700 Pelham Road North, Jacksonville, Alabama 36265-1602 to be considered for admission:

1. Completed JSU Graduate Application for Admission (available online at www.jsu.edu/graduate/admission/grad_app.html).
2. Non-refundable \$35.00 application processing fee.
3. Official transcripts from the postsecondary institutions awarding the bachelor's degree. (Students who have previously attended JSU do not need to request a transcript from the university.)
4. If English is not the applicant's native language, the applicant is required to submit an official TOEFL score report, an IELTS score report, or a PTE score report (please refer to page 25 of this bulletin).

MINIMUM REQUIREMENTS FOR A GRADUATE CERTIFICATE IN EMERGENCY MANAGEMENT

The student must complete the 15 semester hours of required emergency management concentration courses listed below. A student who completes the graduate certificate may apply the 15 hours of credit toward the MS with a major in emergency management, the MPA with a concentration in emergency management, or the MA with a major in liberal studies. Please review our [Graduate Certificate Disclosure](#) information.

Required Courses for the [Graduate Certificate in Emergency Management](#) (15 semester hours):

EM 505	Foundations of Emergency Management (3)
EM 525	Disaster Recovery (3)
EM 540	Hazard Mitigation (3)
EM 545	Emergency Preparedness (3)
EM 555	Disaster Response (3)

Course descriptions for the emergency management courses are provided on pages 215-219.

EMERGENCY MANAGEMENT COURSES (EM)

505. **Foundations of Emergency Management (3).** History of the profession; contemporary emergency management concepts, functions, and practices for government, nonprofit organizations, and the private sector.
511. **Disasters and the Media (3).** Course examines the portrayal of disasters in electronic and print media. Emphasis will be on the impact that newspapers, websites, television, social media, and film have on affecting individual and societal constructions of natural disasters, terrorist attacks, and man-made disasters.
515. **Legal Aspects of Emergency Management (3).** Legal context and constraints for emergency management; administrative law, administrative discretion, and liability.
521. **Exercise Design and Evaluation (3).** Introduction to the fundamentals of exercise design, development and implementation. Includes a review of the different types of exercises, how they are used, and how they are conducted. Provides students with the knowledge and skills necessary to develop and conduct disaster exercises that test a community's emergency response plan and capabilities.
525. **Disaster Recovery (3).** Prerequisite: EM 505. Processes for short- and long-term recovery for individuals, families, and communities; provision of recovery assistance by both public and voluntary sectors.
526. **Advanced Radiological Incident Operations (3).** The course provides student with the advanced skills necessary to safely respond to and manage incidents involving radiological hazards. Participants apply these skills in exercises based on realistic radiological incident scenarios, set within the ICS structure. Students are required to complete the FEMA resident course PER-905 at the Center for Domestic Preparedness.
530. **Research Methods in Emergency Management (3).** Comprehensive coverage of major analytical and statistical tools used in emergency management program administration.
535. **Terrorism and Homeland Security (3).** Prerequisite: EM 505. Incident management approaches for domestic and international terrorism; anti and counter-terrorism organizational roles, responsibilities, and coordination, homeland security initiatives.
540. **Hazard Mitigation (3).** Prerequisite: EM 505. Mitigation concepts, implementation approaches, and planning.
545. **Emergency Preparedness (3).** Prerequisite: EM 505. Preparedness frameworks and strategies; techniques of emergency operations planning, exercise design and evaluation, and public education.
548. **Vulnerability and Capacity-Building (3).** Prerequisite: EM 505. Individual, social, economic and policy dimensions of vulnerability and client needs for disaster; service delivery strategies, coordination models, resource management and capacity building for nonprofit disaster relief organizations.
555. **Disaster Response (3).** Prerequisite: EM 505. Context of disaster response, response functions, assessment, resource mobilization and adjudication, and emergency operations center (EOC) operations.
565. **Management Systems in Disaster (3).** Prerequisites: EM 505, EM 525, and EM 555. Integration of emergency management functions, response structures, technology use, information management, and decision-making.

568. **Crisis Management for Business and Industry (3).** Prerequisite: EM 505. Contingency planning, business impact analysis, business resumption processes, risk/crisis communication and management, disaster recovery and organizational continuity.
570. **Biosecurity (3).** A detailed review of global concerns for biosecurity including the history of biological warfare, bioterrorism, concerns for agroterrorism and current initiatives in bio-defense. Included will be a thorough review of specific agents, the diseases they cause, detection methodologies, and consequence management consideration.
575. **Medical Aspects of Emergency Management (3).** Prerequisites: EM 505 and EM 555. Surveillance and rapid needs assessment, disaster epidemiology, disaster medical systems and approaches, and disaster mental health.
576. **Healthcare Leadership for All Hazards Incidents (3).** The course provides healthcare professional with a foundation of knowledge on which to make critical decisions during various disaster scenarios affecting healthcare and public health systems. Students are required to complete the FEMA resident course MGT-901 at the Center for Domestic Preparedness.
577. **Pandemic Planning and Preparedness (3).** The course provides an in-depth study of the steps necessary for developing an effective planning and preparedness program and development of a pandemic annex. The course culminates in the application of this training and associated planning material developed in a small-group, instructor-facilitated practical exercise. Students are required to complete the FEMA resident course MGT-900 at the Center for Domestic Preparedness.
578. **Advanced Public Information Officer for Healthcare and Hospital (3).** The Advanced Public Information Officer for Health and Hospital Emergencies course is a four-day course that combines lectures, facilitated discussion, activities, and exercises, allowing participants to apply knowledge and skills to manage a Joint Information Center (JIC) in a healthcare emergency situation. The course has a healthcare focus but benefits all response disciplines. Students are required to complete the FEMA resident course MGT-902 at the Center for Domestic Preparedness.
580. **Current Issues in Homeland Security (3).** The examination of current issues and concerns with Homeland Security including upcoming National Special Security Events that mandate comprehensive security planning and response capabilities. Innovations and reactions from politicians and citizens will serve to offer students insight into the challenges of implementing and maintaining homeland security.
581. **Disaster Analysis (3).** The course will focus on modeling and simulation of high consequence events as a means of preparing emergency managers for future disasters. Several types of high consequence disasters will be examined from the perspectives of preparedness, prevention, decision-making, and effective response.
585. **The Military's Role in Disaster Relief (3).** Prerequisite: EM 505. A historical review of the military role in disaster relief and humanitarian support missions. Primary emphasis will be on recent case studies of major disasters. The course will also discuss the possible expanding role of the military in future natural disasters and CBRN events. Students will conduct a small research project to explore a current issue surrounding the use of the US military in domestically-based incidents.
586. **Current Topics in Emergency Management (3).** An in-depth study of current topics and the application of cutting-edge technologies in Emergency Management.

590. **Capstone in Emergency Management (3).** Prerequisites: EM 505 and three of the following four courses: EM 525, EM 540, EM 545, and EM 555. Should be taken in the last term of program of study. Integration and synthesis of theory and practice for emergency management.
594. **Directed Study (3).** Prerequisites: Permission of the instructor and approval of the program director. In-depth study of selected topic or special project. Letter grade or Pass/Fail.
595. **Directed Studies (3).** Prerequisites: Permission of the instructor and approval of the program director. In-depth study of selected topic of special project.
596. **Internship (3).** Prerequisites: Permission of the instructor and approval of the program director. Supervised practice experience in a professional emergency management setting.
598. **Emergency Management Leadership and Organizational Behavior (3).** Prerequisite: EM 505. Leadership and organizational theory for emergency management; conflict management, use of power, group dynamics, and team performance.

The following courses are for DSc students only:

- 802, 804, 806. **Integrative Seminar (2) (2) (2).** On-campus integrative seminar during the first three years of program of study. Specialized topics include how to review and critique scholarly literature and research findings, how to present scholarly work at conferences, and how to write for journal publication. Opportunities for students to exchange ideas, present their work, and interact with faculty. Includes special topics of current interest.
812. **Disaster Management Principles and Practice (3).** In depth analysis of disaster management principles and practice, including historical and emergent trends and conditions relevant to the current state-of-the-practice and standards, plus further development.
814. **Interdisciplinary Disaster Theory and Research (3).** Examination of the major theoretical topics, questions, and literature that inform the discipline and practice of emergency management, with topics including the nature of disaster, human and organizational behavior under stress, and risk perception and communication. An interdisciplinary approach whereby students think critically about the epistemological assumptions of alternative theoretical perspectives and divergent policy approaches.
823. **Institutional Context and Emergency Management Policy (3).** Analysis of political, administrative, and fiscal relationships among governments in the provision of emergency management programs and disaster relief policy in the American political system. Exploration of the role of society in shaping institutions and how these institutions influence and structure Public policy making and administration.
825. **Systems Thinking and Applications in Emergency Management (3).** Analysis and application of systems thinking concepts and methodologies to problems encountered in emergency management.
832. **Hazards Risk Management and Community Resilience (3).** Tools and methods used to manage risk associated with the hazards facing a community; role of emergency management programs in community resilience and sustainability.
834. **Risk-Based Response and Recovery Strategy Development and Operations (3).** Explores strategies public officials employ to cope with disasters and their impacts, risk-based operational considerations, and management structures.

- 843. Emergency Management Program Management (3).** Examines emergency Management functional demands and program delivery on a day-to-day basis; considers managerial practices such as communication with the public, the meaning of public service, making effective presentations to governing boards and legislatures, effective meetings and group facilitation, citizen engagement, media relations and ethics.
- 853. Research Design (3).** Social science research methods including research design and approaches to inquiry (quantitative, qualitative, experimental, evaluation), the role of theory in empirical research, causal inference, and reporting and reviewing research.
- 855. Advanced Data Analysis (3).** Prerequisites: EM 853 and EM 855 (May take concurrently). An examination of statistical and research techniques appropriate to emergency management applied research, including descriptive statistics, probability theory, sampling and statistical inference, hypothesis testing, regression and correlation analysis, analysis of variance, modeling, and techniques for data reduction (e.g., factor analysis).
- 862. Cost-Benefit Analysis (3).** Prerequisites: EM 853 and EM 855. Research, measurement and methodological requirements for the assessment of benefits and costs of programs and projects.
- 864. Qualitative Research (3).** Prerequisites: EM 853 and EM 855. Examination of qualitative methods that can be applied in the study of disasters; explores a range of activities necessary to perform disaster field research.
- 866. Evaluation Research (3).** Prerequisites: EM 853 and EM 855. Practical application of appropriate social science. Research methodology to assess the efficiency and effectiveness of public sector and nonprofit policies and programs, with topics including how to develop an evaluation plan; evaluation types such as process, impact, cost-benefit, and cost-effectiveness evaluations; and management of evaluation projects.
- 868 and 869. Directed Research (3).** Prerequisite: consent of program director. Directed reading and research in fields of special interest.
- 871. Voluntary and Nonprofit Disaster Management (3).** Prerequisite: EM 834. Unique considerations of nonprofit disaster management and service delivery, including volunteer administration, donations management, fundraising, and cross-sector collaboration.
- 873. Health Care Systems in Disaster (3).** Prerequisite: EM 834. Overview of emergency management considerations for health and medical professionals and range of medical, public health, behavioral and psychological problems associated with disaster; incident management processes and organization that integrate health and medical assets into the response.
- 875. Risk Communication (3).** Examines theories related to risk perception and behavior; principles of risk communication and special communication challenges with diverse audiences; and development of crisis and emergency risk communication plans.
- 877. Crisis Leadership and Management (3).** Classic and contemporary theories and models of leadership, with emphasis on the role of leadership in crisis situations; principles of crisis management.
- 878. IT Applications for Emergency Management (3).** Explores the importance of information in emergency management; information requirements and break-downs; and information technologies applied to crisis and disaster situations.
- 879. Spatial Analysis and GIS for Emergency Management (3).** Disaster-related applications of spatial analysis techniques; use of GIS software.

- 882, 884, and 886. Directed Study (3 each).** Prerequisite: consent of program director. Independent study under the direction of the instructor.
- 899. Dissertation Research (3) (3) (3) (3) (3) (3).** Prerequisite: consent of program director. At least 18 credit hours required; no credit assigned until dissertation has been completed and filed with the graduate director. Continuous enrollment required subsequent to passing qualifying exams for admission to candidacy. Students may register for 3, 6, or 9 hours per semester. As DSc students progress, their grade is coded as IP or In Progress. When they complete the dissertation, they should be assessed a "P" for "Pass" or "F" for "Fail."

ENGLISH

The Department of English offers courses leading to the MA with a major in English and supporting courses for the MA with a major in liberal studies. For students majoring in secondary education with a teaching field in English Language Arts, supporting courses are offered for the MSE and the EdS degrees.

APPLICATION MATERIALS REQUIRED FOR THE MA WITH A MAJOR IN ENGLISH

Applicants for the MA with a major in English will be permitted to enroll for one semester of graduate course work (only after degree posted transcripts have been received) while completing all other general application procedure requirements.

Applicants for the MA with a major in English must submit all of the following documentation to Graduate Admissions, Jacksonville State University, 700 Pelham Road North, Jacksonville, Alabama 36265-1602, to be considered for admission:

1. Completed JSU Graduate Application for Admission (available online at www.jsu.edu/graduate/admission/grad_app.html).
2. Non-refundable \$35.00 application processing fee.
3. Official transcripts from all colleges/universities with degrees posted. (Students who have previously attended JSU do not need to request a transcript from the university.)
4. Official tests scores on the General Test of the GRE or the MAT (please refer to pages 17-18 of this bulletin).
5. Three Graduate Reference Forms completed by individuals who can provide qualitative assessment of the applicant's potential for success in graduate course work. Reference forms will be submitted electronically. Instructions for submission will be sent through email to the applicant upon submission of the online graduate application.
6. If English is not the applicant's native language, the applicant is required to submit an official TOEFL score report, an IELTS score report, or a PTE score report (please refer to page 25 of this bulletin).

ADMISSION REQUIREMENTS FOR THE MA WITH A MAJOR IN ENGLISH

In addition to meeting general admission requirements of Graduate Studies, applicants for the MA with a major in English must have an undergraduate minor in English or its equivalent, as determined by the head of the English department.

Applicants must meet one of the following formula requirements. For purposes of computing the undergraduate GPA, a 4.00 grade point scale is used. The plus (+) and minus (-) grades from undergraduate transcripts are not used in calculating the GPA.

Please use the following concordance tables when figuring your formula. GRE Verbal and Quantitative Concordance Tables;

http://www.ets.org/s/gre/pdf/concordance_information.pdf; MAT Scaled Score Conversions <http://www.csustan.edu/advstd/mat.html>.

Unconditional Admission

450 times the undergraduate GPA plus the total score of verbal and quantitative sections of the General Test of the GRE is equal to or greater than a total of 1600 points;

OR

15 times the undergraduate GPA plus the MAT score is equal to or greater than a total of 60 points;

Conditional Admission

Any applicant failing to meet the requirements for unconditional admission may be conditionally admitted with the recommendation of the graduate faculty in the applicant's major and approval of the Director of Graduate Studies.

Applicants who are granted conditional admission must achieve a GPA of at least 3.00 on the first 12 graduate hours attempted within a twelve-month time frame. Failure to meet these conditions will result in the student being dropped from graduate studies.

**MINIMUM REQUIREMENTS FOR THE
MA WITH A MAJOR IN ENGLISH****Non-Thesis Option:**

Total of 30 graduate semester hours in approved English courses, including EH 501, which English MA students must successfully complete within their first 15 hours of graduate English study, and three semester hours in Shakespeare at either the undergraduate or graduate level.

Thesis Option:

Total of 30 graduate semester hours. Minimum of 24 hours in approved English courses, including EH 501, which English MA students must successfully complete within their first 15 hours of graduate English study, and three semester hours in Shakespeare at either the undergraduate or graduate level, and six hours of thesis. The student must meet with the graduate office to receive an orientation to the thesis process and graduate forms that require completion when the student is prepared to register for the first three hours of thesis. The student must meet with the graduate office within the first two weeks of the semester the student plans to defend the thesis and graduate. Graduate Studies will review deadlines for submission of copies of the thesis to the graduate office and discuss other details relative to the completion of the thesis. See Thesis Options and Procedures on page 43 of this bulletin.

Upon advisement, students may be required to demonstrate foreign language proficiency when a chosen program of study requires translation skills.

ENGLISH COURSES (EH)

- 401G. Chaucer (3).** The poet against the background of the Middle Ages.
- 402G. Special Studies in the English Renaissance (3).** Dedicated to selected writers, themes, or genres.
- 408G. Theory of Composition (3).** A study of current theory and practices in composition studies.
- 409G. The Art of the Film (3).** A consideration of the motion picture in its artistic, technical, and historical contexts. A number of films by major directors will be viewed, ranging from the comedies of the thirties and forties to the work of Alfred Hitchcock and the fantasy of the Hollywood musical.
- 410G. American Drama (3).** Examination of American drama as theater and literature, considering early plays in their historical contexts with emphasis on major American dramatists: beginning with Eugene O'Neill and progressing through Tennessee Williams, Arthur Miller, and Edward Albee, Beth Henley and August Wilson.
- 411G. Eighteenth-Century Literature (3).** Survey of eighteenth-century English writers, focusing on major satirists such as Dryden, Pope, Swift, and Fielding; Johnson and his circle; some of the major novelists and dramatists; survey of "Pre-Romantics" (the poets of "sensibility").
- 412G. Victorian Poetry (3).** Tennyson, Elizabeth Barrett and Robert Browning, Arnold, Swinburne, and other poets of the Victorian era.
- 413G. English Drama (3).** Medieval background of Elizabethan drama and reading of representative plays of the Tudor and Stuart periods.
- 419G. Milton (3).** Poetry and prose of John Milton, with special attention to Paradise Lost.
- 420G. Women's Literature (3).** Six centuries of representative literature by women; emphasis on recent British, American, ethnic-American authors; discussion of women writers in relation to the traditional canon.
- 431G. Non-Western Literature (3).** Prerequisite: EH 102 or 104. An introduction to literature of the non-Western world from ancient times to the twenty-first century. This course will examine different genres of literature originating in the following regions or cultures: Asia, the Middle East, Africa, South and Central America, as well as other cultures whose heritage is not primarily based on the Western tradition.
- 441G. The History of the English Language (3).** Study of the origins and developments of the English language from Old English through Modern English, focusing on the historical, cultural, and linguistic forces affecting language change.
- 442G. Black Writers in America (3).** Study of major twentieth-century writers, including Wright, Ellison, Hughes, Baldwin, Toni Morrison, Alice Walker, and others.
- 452G. Literary Criticism (3).** Prominent themes and theories, various critical approaches, and outstanding examples of literary criticism from Plato to feminism and African-American literary theory.
- 467G. Twentieth-Century English Fiction (3).** British fiction of the twentieth century, including short stories and novels by modern and postmodern authors.
- 484G. Current New York Theatre (3).** Study of the New York theatre at the time the course is offered; attending four current Broadway productions; visiting Lincoln Center for the Performing Arts and major art museums such as the Metropolitan Museum of Art, the Museum of Modern Art, and others.

501. **Advanced Research Techniques in Literature (3).** Techniques of literary research, critical and theoretical approaches, varieties of scholarly production, analysis and interpretation of literary texts. English M.A. students must successfully complete this course within their first 15 hours of graduate English study.
502. **Studies in Nineteenth-Century American Literature (3).** Important literature of the century; writers examined may include Emerson, Thoreau, Whitman, Hawthorne, Melville, Twain, Dickinson, Douglass, and Jacobs.
510. **The Eighteenth-Century Novel (3).** Major novels of Defoe, Richardson, Fielding and such minor figures as Behn, Smollett, Goldsmith, Burney, and the early Gothic novelists.
512. **Organizational Speech Communication (3).** Analysis of speech communication variables operating in educational, volunteer, and governmental organizations.
533. **Teaching College English (3).** This course is a survey of composition theory and practice, with emphasis placed on preparing the student to teach English at the college level.
551. **Writing Project Summer Institute (3).** Prerequisite: Admission to JSU Writing Project. (EH 551 must be taken in conjunction with EH 552.) Intensive study of theory and methodology of composition and composition instruction.
552. **Summer Institute Practicum (3).** Prerequisite: Admission to JSU Writing Project. (EH 552 must be taken in conjunction with EH 551.) Extensive writing and critiquing, with research and presentations on writing.
553. **Contemporary American Literature (3).** Twentieth-century American literature, with emphasis on the work of major poets, novelists, dramatists, and non-fiction writers.
554. **Contemporary European Literature (3).** Twentieth-century continental literature including such foundational figures as Mann, Kafka, Proust, Gide, Valery, and Pirandello; recent writers such as Alberto Moravia, Jean Anouilh, Andre Malraux, Jean-Paul Sartre, Simone de Beauvoir, Salvatore Quasimodo, Elio Vittorini, and Boris Pasternak.
555. **Literature of the South (3).** Best of Southern literature with emphasis on the work of major writers.
556. **Victorian Literature (3).** Prose fiction and nonfiction of the Victorian Age.
557. **Studies in Non-Dramatic Elizabethan Literature (3).** Literature of the late sixteenth and early seventeenth centuries, with emphasis as the instructor desires.
558. **Studies in Romantic Literature (3).** English literature of the late eighteenth and early nineteenth centuries; emphasis on Blake, William and Dorothy Wordsworth, Coleridge, Byron, Mary and Percy Shelley, and Keats; writers such as Godwin, Wollstonecraft, Burke, Paine, Barbauld, Smith, Hemans, Hazlitt, Hunt, and Clare also featured.
562. **Studies in Shakespeare (3).** Reading of representative works of Shakespeare, with attention to the history of Shakespearian scholarship and criticism.
564. **Middle English Literature (3).** Literature of England during the Middle Ages with emphasis on the romance and its background in general European literature.
565. **Seventeenth-Century English Literature (3).** Poetry and prose of the seventeenth century.
570. **Special Problems (3).** Special readings and assignments approved by department head and instructor after consideration of the student's background.

571. **Shakespeare's England (3).** Part of program of study in Stratford-upon-Avon; visits to places associated with Elizabethan literature and extensive reading on social history of the period.
580. **Shakespeare in the Theatre (3).** Part of program of study in Stratford-upon-Avon; attendance at plays presented by the Royal Shakespeare Company and other companies with lectures and discussions on the plays; consideration may be given to modern playwrights also, depending on the RSC production schedule.
599. **Thesis (3) (3).** (Grade of Pass or Fail only) Prerequisite: Approval of Application for Thesis Option. See Thesis Options and Procedures on page 43 of this bulletin.

ENVIRONMENTAL SCIENCE MANAGEMENT

The Department of Chemistry and Geosciences offers core courses and an area of concentration in environmental science management within the MPA degree program and supporting courses for the MA with a major in liberal studies. Please refer to the Liberal Studies and Public Administration sections of this bulletin for application materials required, admission requirements, and program requirements for these programs.

ENVIRONMENTAL SCIENCE MANAGEMENT COURSES (ESC)

- 444G. Topics in Environmental Conservation (3).** Prerequisites: ESC 500 or its equivalent. In-depth examination of various conservation issues. Topic selection varies, see instructor. May be duplicated for credit for a total of six semester hours.
- 490G. Environmental Auditing (3).** Prerequisite: ESC 500 or its equivalent. Overview of systematic auditing techniques with a focus on regulatory compliance, liability, environmental awareness, and ethics. The course will also cover process mapping as a tool of auditing, the new international standards (ISO 14000) and their implications on future industrial activity. Course will conclude with a class audit of a local facility and software application.
- 495G. Risk Analysis (3).** Prerequisite: ESC 500 or its equivalent. An in-depth study of methodologies for human and environmental risk analysis, with a focus on hazardous chemical releases. Case studies will be evaluated and compared.
- 496G. Watershed Management (3).** Prerequisites: ESC 300 or ESC 500 or their equivalents. Fundamental principles of the hydrologic processes occurring in watersheds. The material will cover the hydrologic impacts of management activities on watersheds such as: urbanization, farming, forestry, and recreational use. Case studies of watershed management techniques will be used to illustrate problems confronting our nation waters.
- 500. Concepts in Environmental Science (3).** Overview of environmental science principles, environmental health effects of pollutants, and a discussion of possible solutions that can be implemented to minimize or eliminate damage to Earth. Emphasizes the interdisciplinary nature of environmental issues and their solutions. ESC 500 cannot be used to meet program/concentration requirements for graduation.
- 510. Environmental Laws and Regulations (3).** Prerequisite: ESC 500 or its equivalent. Laws, regulations, and policies regarding environmental quality. Review of local, state, and national inter-relationships with regard to promulgating environmental regulations. Local issues confronting regulatory agencies will be used to illustrate systems of pollution control and management.
- 535. Integrated Waste Management (3).** Prerequisite: ESC 500 or its equivalent. Overview of solid and hazardous waste issues at the local, state, national, and international levels. The focus on waste management will include a systems approach to waste separation and reuse, treatment and disposal of waste from both municipal and industrial activities.
- 541. Groundwater Hydrology (3).** Prerequisite: ESC 500 or its equivalent. Basic principles of groundwater hydrology and transport of contaminants in groundwater systems; groundwater system characteristics; hydrologic properties of earth materials.

- 565. Hazardous Waste Remediation (3).** Prerequisite: ESC 500 or its equivalent. An overview of physical, chemical and biological techniques for treatment of hazardous wastes, and the application of these techniques to decontaminate soil, water, and air. Case studies will illustrate current field techniques.
- 591. Directed Research (3).** Prerequisites: Permission of the instructor and approval of the department head and ESC 500 or its equivalent. In depth study of selected topic(s).

GEOGRAPHICAL INFORMATION SYSTEMS

The Department of Chemistry and Geosciences offers core courses and an area of concentration in geographic information systems (GIS) within the MPA degree program and supporting courses for the MA with a major in liberal studies. Please refer to the Liberal Studies and Public Administration sections of this bulletin for application materials required, admission requirements, and program requirements for these programs.

GEOGRAPHICAL INFORMATION SYSTEMS COURSES (GIS)

- 510. **Introduction to Spatial Analysis (3).** An overview of geographic information systems and a foundation in map coordinate systems, map projections, and map scale.
- 570. **Advanced Topics in Spatial Analysis (3).** Advanced GIS instruction and work in a variety of topics such as imagery interpretation and classification, surface modeling, spatial manipulation languages, and statistical analysis of spatial data. Can be taken twice for credit.
- 580. **Directed Research (3).** Prerequisite: Permission of the instructor.

GEOGRAPHY

The Department of Chemistry and Geosciences offers supporting courses for the MA with a major in liberal studies. For students majoring in secondary education with a teaching field in social science or general science, supporting courses are offered for the MSE and the EdS degrees. A graduate degree program is not offered in geography. However, students interested in additional geography courses may enroll in environmental science management courses and/or geographic information systems (GIS) courses.

GEOGRAPHY COURSES (GY)

- 403G. Independent Study (1).** (Grade of Pass or Fail only.) Permission of instructor required. This course gives the advanced student opportunity to pursue directed research. May be repeated for credit for a total of three semester hours.
- 422G. Geographic Views of History (3).** Use of the geographic perspective to examine facets of World, United States, and Alabama history.
- 431G. Topics in Physical Geography (3)(3)(3).** Advanced geographic study of various facets of the natural environment; topic selection varies; see instructor.
- 444G. Topics in Environmental Conservation (3).** Prerequisite: ESC 500 or its equivalent. In-depth examination of various conservation issues. Topic selection varies, see instructor. Examples of the types of topics that could be covered in this course include energy resources, public land management, water or air quality and issues regarding food production. This course may be used to meet degree requirements in the MPA degree with an Environmental Science Management emphasis or in the MA degree with a major in Liberal Studies course work. May be duplicated for credit for a total of six semester hours.
- 453G. Analyzing Spatial Networks (3).** Introduction to topology theory and its employment in GIS network analysis. Emphasis on methods of determining efficient paths, modeling network flows, and creating efficient service areas for organizational entities.
- 454G. Site Location Analysis (3).** Emphasis on evaluating existing site location efficiencies, determining of appropriate point site and area site locations for organizational entities, and analyzing environmental impact analyses using GIS.
- 455G. Organization and Management of Spatial Systems (3).** Fundamental of GIS implementation and GIS management. Consideration in designing organization-wide GIS and the management of both special projects and organization-wide use of GIS.
- 456G. Spatial Data Layout and Display (3).** Fundamentals of map composition and layout, chart creation, data classification, and map design to produce meaningful maps and charts from the results of spatial analysis.
- 459G. Spatial Data Collection and Management (3).** Methods of capturing data, acquiring and importing existing spatial data into geographic information systems, deriving spatial information from remotely sensed data, and storing spatial data.
- 475G. Natural Hazards (3).** An introduction to natural hazards, their causes, distribution and impacts. Focus on human perception, vulnerability and risk analysis.
- 501. Concepts in Cultural Geography (3).** Application of geographical concepts and perspectives to the study of the world's culture regions. (May be used in the social science teaching field with a major in secondary education.)

- 510. Concepts in Earth Sciences (3)(3)(3).** Selected topics in earth science such as atmosphere systems and processes, climatology, landform development, soils and biogeography. See instructor for specific topic(s) each term. (May be used in the general science and social science teaching fields with a major in secondary education.)
- 580. Directed Studies (3)(3).** (Grade of Pass or Fail only.) Prerequisites: Permission of the instructor and approval of the department head.
- 590. Internship (3)(3).** (Grade of Pass or Fail only.) Supervised assignment in an area agency or firm for a minimum of 150 hours.

HISTORY

The Department of History offers courses leading to the MA with a major in history and supporting courses for the MA with a major in liberal studies. For students majoring in secondary education with a teaching field in history or social science, supporting courses are offered for the MSE and EdS degrees.

APPLICATION MATERIALS REQUIRED FOR THE MASTER OF ARTS WITH A MAJOR IN HISTORY

Applicants for the MA with a major in history will be permitted to enroll for one semester of graduate course work (only after degree posted transcripts have been received) while completing all other general application procedure requirements.

Applicants for the MA with a major in history must submit all of the following documentation to Graduate Admissions, Jacksonville State University, 700 Pelham Road North, Jacksonville, Alabama 36265-1602, to be considered for admission:

1. Completed JSU Graduate Application for Admission (available online at www.jsu.edu/graduate/admission/grad_app.html).
2. Non-refundable \$35.00 application processing fee.
3. Official transcripts from all colleges/universities with degrees posted. (Students who have previously attended JSU do not need to request a transcript from the university.)
4. Official tests scores on the General Test of the GRE or the MAT (please refer to pages 17-18 of this bulletin).
5. Three Graduate Reference Forms completed by individuals who can provide qualitative assessment of the applicant's potential for success in graduate course work. Reference forms will be submitted electronically. Instructions for submission will be sent through email to the applicant upon submission of the online graduate application.
6. If English is not the applicant's native language, the applicant is required to submit an official TOEFL score report, an IELTS score report or a PTE score report (please refer to page 25 of this bulletin).

ADMISSION REQUIREMENTS FOR THE MA IN HISTORY

In addition to meeting the above general admission requirements of Graduate Studies, applicants for the MA with a major in history must have an undergraduate major in history or its equivalent, as determined by the head of the History Department.

Applicants must meet one of the following admission formula requirements. For purposes of computing the undergraduate GPA, a 4.00 grade point scale is used. The plus (+) and minus (-) grades from undergraduate transcripts are not used in calculating the GPA.

Please use the following concordance tables when figuring your formula. GRE Verbal and Quantitative Concordance Tables

http://www.ets.org/s/gre/pdf/concordance_information.pdf; MAT Scaled Score Conversions <http://www.csustan.edu/advstd/mat.html>.

Unconditional Admission

450 times the undergraduate GPA plus the total score of verbal and quantitative sections of the General Test of the GRE is equal to or greater than a total of 1600 points;

OR

15 times the undergraduate GPA plus the MAT score is equal to or greater than a total of 60 points.

Conditional Admission

Any applicant failing to meet the requirements for unconditional admission may be conditionally admitted with the recommendation of the graduate faculty in the applicant's major and approval of the Director of Graduate Studies.

Applicants who are granted conditional admission must achieve a GPA of at least 3.00 on the first 12 graduate hours attempted within a twelve-month time frame. Failure to meet these conditions will result in the student being dropped from graduate studies.

**MINIMUM REQUIREMENTS FOR THE
MASTER OF ARTS WITH A MAJOR IN HISTORY****Non-Thesis Option:**

Total of 30 graduate semester hours. Minimum of 27 hours in approved history courses, including HY 501. Up to three hours may be taken in a related field approved by the head of the History Department.

Thesis Option:

Total of 30 graduate semester hours. Minimum of 21 hours in approved history courses, including HY 501, and six hours of thesis. Up to three semester hours may be taken in a related field approved by the head of the History Department. The student must meet with the graduate office to receive an orientation to the thesis process and graduate forms that require completion when the student is prepared to register for the first three hours of thesis. The student must meet with the graduate office within the first two weeks of the semester the student plans to defend the thesis and graduate. The graduate office will review deadlines for submission of copies of the thesis to the graduate office and discuss other details relative to the completion of the thesis. See Thesis Options and Procedures on page 43 of this bulletin.

Upon advisement, students may be required to demonstrate foreign language proficiency when a chosen program of study requires translation skills.

HISTORY COURSES (HY)

- 400G. Europe in the High Middle Ages, Renaissance, and Reformation, 1300-1648 (3).** European society as seen through its philosophy, religion, literature, and politics.
- 405G. Environmental History of the United States (3).** Historical investigation of human interaction with the environment in the United States from the pre-colonial era to the present.
- 433G. American Social and Cultural History to 1865 (3).** American society through its literature, religion, philosophy, and art; emphasis on immigration strains, European cultural transfer, and environmental adaptations which have formed the American character; readings in religion, philosophy, literature, and the arts.
- 434G. American Social and Cultural History Since 1865 (3).** Continuation of HY 433G which evaluates shifting immigration origins; concentrated study of changing thought patterns resulting from Darwinism, rise of Big Business, theories of public interest, Pragmatism, and emergence of the U.S. as a world power.
- 436G. History of American Women (3).** Survey of the history of women from the colonial period to the present with emphasis upon social, economic, political, and educational developments.
- 437G. Black America (3).** Blacks in the U.S. from colonial times to present; emphasis on events of the twentieth century and the integral social relations between blacks and whites.
- 441G. The South Before 1865 (3).** Pre-colonial civilization through the Civil War. Emphasis is on the social, cultural, economic, and political development of the South as a region and the South's part in building the United States.
- 442G. The South Since 1860 (3).** Issues which led to secession; the War Between the States; economic, political, and social results; recent tendencies and development.
- 443G. Introduction to Southern Culture (3).** Study of the historic roots of regional culture, integrating topics such as "cult of the Lost Cause," religion, folk life, music, literature, and the transition from a rural/agricultural society to an urban/commercial/industrial one.
- 445G. North American Indians (3).** A survey of Native American History in what became the United States. Particular attention will be paid to Native-US government relations, the impact of the reservation and assimilation programs, and modern rights issues.
- 448G. The Westward Movement in American History (3).** Significance of the frontier in American History; colonization of successive geographic areas; the West in relation to tariff, public lands, currency and banking; and crises resulting from expansion.
- 451G. History of Early America to 1783 (3).** European background to exploration; exploration and settlement; Inter-Colonial Wars; political, social, economic, and cultural development within colonies.
- 452G. The Age of Jefferson and Jackson, 1783-1850 (3).** Study of the development of the American Republic with special emphasis on the influence of Jefferson and Jackson; research and readings will focus on the evolution of democratic attitudes and institutions.
- 454G. The Beginning of Modern America, 1877-1914 (3).** Description and evaluation of the shift of the U.S. from an agrarian to an industrial nation; heritage of the Civil War and Reconstruction; rise of the Great Moguls; mass production and technological change; rise of the labor union movement and organized farm protests; Spanish-American War; American involvement in World War I.

- 455G. The 1920s and the Great Depression (3).** Detailed study of American political, diplomatic, and cultural history from President Woodrow Wilson through Franklin D. Roosevelt.
- 456G. Contemporary America, 1945-Present (3).** Prerequisites: HY 201, 202. Detailed study of American political, diplomatic, and cultural history since the end of World War II, part of course devoted to study of current events.
- 465G. The British Empire and Commonwealth (3).** Growth and development of the British Empire, with emphasis on factors leading to the Commonwealth of Nations. (Not open to those who have completed HY 305.)
- 468G. Constitutional History of England (3).** Growth of common law, court system, and cabinet form of government from earliest times to present. (Not open to those who have completed HY 308.)
- 469G. Age of Churchill (3).** An examination of the late Victorian-twentieth century British and world events through the career of Winston S. Churchill.
- 470G. American Diplomatic History to 1933 (3).** History of the United States foreign relations beginning with the American Revolutionary Period and continuing through the decade of the 1920s; study of the historical changes in American foreign policy objectives which led to the increased size and importance of the United States.
- 471G. American Diplomatic History Since 1933 (3).** Detailed study of United States foreign relations beginning with Franklin D. Roosevelt and continuing to the present.
- 480G. Colonial Latin America (3).** Interaction of Native American, European, and African people in the Spanish and Portuguese empires of the Americas, concluding with the wars for independence.
- 481G. Modern Latin America (3).** Examination of the political, economic, social, and cultural developments of the diverse Latin American nations since 1821, against a backdrop of tradition, reform, and revolution.
- 483G. United States-Latin American Relations (3).** A survey of the diplomatic, economic, and cultural relations between the United States and Latin American Republics from 1810 to the present.
- 484G. The United States and the Caribbean Basin in the Twentieth Century (3).** Examines the issues, problems and international relationship of the United States with the countries of the Caribbean, Central America, Mexico, Colombia, and Venezuela from the Spanish American War until the present.
- 485G. History of Mexico (3).** A study of Mexico's past including pre-Columbian civilizations, the Spanish Conquest and Colonial period, the independence movement and the early republic, the struggle for nationhood, the modernization of Mexico with a special emphasis on the Mexican Revolution and the forces that shaped present day Mexico.
- 486G. The Andean Nations (3).** A history of Colombia, Ecuador, Peru and Bolivia from pre-Colombian times until the present with an emphasis on the diversity of the peoples of these nations.
- 487G. History of Brazil (3).** A survey of Brazil's history from 1500 until the present with an emphasis on The Empire of Brazil 1822-1889 and modern Brazil, 1889-present.
- 490G. History of Religions (3).** An introduction to the theory of Religious History and the study of the history and practices of the five dominant world religions using resources from within those traditions.
- 500. Special Problems (3).** Directed readings or research project agreed to among student, instructor and head of the History Department.

501. **Historiography and Historical Methods (3).** Techniques of historical research, nature of history, theories of historical interpretation, and intensive study of controversies in history.
504. **Modern European History (3).** Major themes of European history from the seventeenth to the twentieth centuries including survey of relevant literature and interpretations.
510. **American Foreign Policy to 1921 (3).** Foundations of American foreign policy. (Not open to those taking credit for PSC 421G.)
515. **Contemporary Latin America (3).** A study of the political, economic, social, and cultural trends of the nations of Latin America from the end of World War II to the present.
533. **American Social and Intellectual History to 1865 (3).** Seminar in the intellectual and cultural sources that went into the making of the American tradition, particularly the influences on the Founders' generation.
534. **American Social and Intellectual History from 1865 (3).** Effect of the Industrial Revolution and urbanization of America on society and thought patterns in the U.S. as seen in the end of "American innocence" and the search for security in a changed America and a constantly changing world.
535. **Contemporary American Women (3).** This course will trace the evolution of women's societal, economic and political roles in the United States from the "Age of Association" in the mid-nineteenth century through the modern period. By the end of the course, we will have answered the question of whether "we've come a long way, Baby!" or not.
537. **Contemporary Black America (3).** The African-American experience from the Civil War to the present, focusing on the creation of segregation, resistance to discrimination and the Civil Rights movement. The influence of African-American culture on the larger American society will receive special attention.
551. **The South in the Nineteenth Century (3).** Study of major economic, political, sociological, racial, cultural, and intellectual developments during the century.
553. **Civil War and Reconstruction, 1860-1877 (3).** Causes of the Civil War and political, social, economic, and military aspects of its conduct; examination of various interpretations of the Reconstruction period, regional and national.
554. **Early Twentieth-Century History, 1900-1932 (3).** Closing aspects of Spanish-American War, emergence of an imperial power; Theodore Roosevelt's Square Deal, 1901-1909; Imperialism and Dollar Diplomacy, 1901-1913; Taft and the Progressives; Woodrow Wilson and the New Freedom, 1913-1917; World War I and its aftermath, 1917-1929; restoration of the G.O.P.; hope for a new economic era; Hoover and the Depression, 1929-1932; election of 1932.
560. **The French Revolution and Napoleon (3).** Economic, social, political, military, and diplomatic aspects of years 1789-1815, with emphasis on France as the moving force of the period.
562. **Diplomatic History of Europe, 1815-1914 (3).** International relations of European states in 19th century, with emphasis on the Congress System, Eastern Question, Bismarckian System, and pre-War balance of power.
564. **History of Ideas, Renaissance through Enlightenment (3).** Study of the principal ideas and scope of thought in political philosophy, philosophy of history, science and technology, fine arts, literature, and religion.
565. **History of Ideas, Romanticism to the Present (3).** Study of principal ideas and scope of thought in political philosophy, philosophy of history, science and technology, fine arts, literature, and religion.

566. **Seminar in the European Reformation (3).** A historical and historiographical overview of the Reformation period, encompassing pre-reformation, Luther, Calvin and the Counter Reformation.
567. **Europe Since 1939 (3).** Political analysis of development of individual states within framework of East-West conflict and economic competition and cooperation.
568. **The South in the Twentieth-Century (3).** Study of major economic, political, sociological, racial, cultural, and intellectual developments since the turn of the century.
570. **Modern Far East History (3).** Survey of Modern Far Eastern history with emphasis on China and Japan.
576. **Tudor England (3).** England's emergence as a modern state, 1485-1603; constitutional, economic, social, and intellectual developments during the Renaissance and Reformation.
577. **Stuart England, 1603-1714 (3).** Study of major political, social, economic, and religious developments in seventeenth century England.
578. **Hanoverian England, 1714-1815 (3).** Study of major political, social, economic, and diplomatic developments in eighteenth century England.
584. **Modern Britain (3).** Detailed study of Britain's political, social, diplomatic, and industrial development since 1865; Britain's experiment with socialism and decline as a great world power.
599. **Thesis (3) (3).** (Grade of Pass or Fail only) Prerequisite: Approval of Application for Thesis Option. See Thesis Options and Procedures on page 43 of this bulletin.

KINESIOLOGY

The Department of Kinesiology in the School of Health Professions and Wellness offers a Master of Science in Education degree in Physical Education/Human Performance concentration (non-teacher certification), a Master of Science in Education degree in Physical Education/Nutrition concentration (non-teacher certification), and a Master of Science degree in Sport Management (non-teacher certification).

APPLICATION MATERIALS REQUIRED FOR THE MASTER OF SCIENCE IN EDUCATION DEGREE IN PHYSICAL EDUCATION/HUMAN PERFORMANCE OR NUTRITION CONCENTRATIONS

Applicants for a master's degree education program must submit all of the following documentation to Graduate Admissions, Jacksonville State University, 700 Pelham Road North, Jacksonville, Alabama, 36265-1602, to be considered for admission.

The deadline for application to most programs in the School of Education will be on or before the first day of classes for any given semester, unless otherwise specified in this bulletin. First time enrollees for programs with an application deadline of the first day of classes for any given semester must seek immediate advisement to register for classes. Any exceptions to these deadlines must be granted by the respective graduate program chair.

Candidates admitted to the program (to enroll in courses in a Class A teaching field program) may complete no more than five approved program courses prior to unconditional admission to the program (including transfer credit). Exceptions to this rule must be approved by the Dean of the School of Education and the Director of Graduate Studies.

19. Completed JSU Graduate Application for Admission (available online at www.jsu.edu/graduate/admission/grad_app.html).
20. Non-refundable \$35.00 application processing fee.
21. Official transcripts from all colleges/universities with degrees posted. (Students who have previously attended JSU do not need to request a transcript from the university.)
22. Official test scores on the General Test of the GRE or the MAT (please refer to pages 17-18 of this bulletin).
23. Three Graduate Reference Forms completed by individuals who can provide qualitative assessment of the applicant's potential for success in graduate course work. Reference forms will be submitted electronically. Instructions for submission will be sent through email to the applicant upon submission of the online graduate application.
24. If English is not the applicant's native language, the applicant is required to submit an official TOEFL score report, an IELTS score report, or a PTE score report (please refer to page 25 of this bulletin).

**ADMISSION REQUIREMENTS FOR
THE MASTER OF SCIENCE IN EDUCATION DEGREE IN PHYSICAL
EDUCATION/HUMAN PERFORMANCE OR NUTRITION
CONCENTRATIONS**

Applicants for a master's program in education, except Instructional Leadership (see note below), must meet one of the following formula requirements. For purposes of computing the undergraduate GPA, a 4.00 GPA is used. The plus (+) and the minus (-) grades from undergraduate transcripts are not used in calculating the GPA.

Candidates admitted to any program, other than Instructional Leadership, may complete no more than five approved program courses prior to unconditional admission to the program (this includes transfer credit). Exceptions to this rule must be approved by the Dean of the School of Education and the Director of Graduate Studies.

Please use the following concordance tables when figuring your formula: GRE Verbal and Quantitative Concordance Tables

http://www.ets.org/s/gre/pdf/concordance_information.pdf; MAT Scaled Score Conversions <http://www.csustan.edu/advstd/mat.html>.

Unconditional Admission

450 times the undergraduate GPA plus the total score of verbal and quantitative sections of the General Test of the GRE is equal to or greater than a total of 2100 points.

OR

15 times the undergraduate GPA plus the MAT score is equal to or greater than a total of 80 points.

Conditional Admission

Any applicant failing to meet the requirements for unconditional admission must meet one of the following conditional formula requirements:

450 times the undergraduate GPA plus the total score of verbal and quantitative sections of the General Test of the GRE is equal to or greater than a total of 1600 points (currently reviewed and recommended by the graduate faculty in the applicant's major and approved by the Director of Graduate Studies).

OR

15 times the undergraduate GPA plus the MAT score is equal to or greater than a total of 60 points (currently reviewed and recommended by the graduate faculty in the applicant's major and approved by the Director of Graduate Studies).

MASTER OF SCIENCE IN EDUCATION
MAJOR: PHYSICAL EDUCATION
CONCENTRATION: HUMAN PERFORMANCE (non-teacher certification)

Core Requirements (12 semester hours):

HPE 537	Diversity Issues and Trends in Wellness and Sport Studies (3)
HPE 540	Law and Ethics in Wellness and Sport Studies (3)
HPE 553	Applied Exercise Physiology I (3)
HPE 578	Research in Wellness and Sport Studies (3)

Human Performance Concentration (18 semester hours):

HPE 531	Clinical Cardiopulmonary Physiology (3)
HPE 539	Diet and Performance (3)
HPE 554	Applied Exercise Physiology II (3)
HPE 583	Perceptual Motor Development (3)
HPE 590	Directed Study in Wellness and Sport Studies (3)
HPE 536	Advanced Nutrition Therapy (3)
	OR
FCS 537	Advanced Methods of Nutritional Assessment (3)

30 Graduate Semester Hours Required for this Degree

Notes:

Admission to this program requires completion of a fourth-year (bachelor's) degree in Exercise Science or a **closely related field**. Undergraduate deficiencies may be required to meet program admission.

The graduate concentration in Human Performance is designed to prepare students for advanced study in exercise physiology and future employment in strength and conditioning, adult fitness and wellness and corporate fitness. Special attention is also given to knowledge and skills necessary for certification (Certified Strength and Conditioning Specialist) and American College Sports Medicine certifications (e.g., Personal Trainer, Health/Fitness Specialist). The Human Performance program prepares graduates for interaction with both healthy populations and populations that are affected by chronic diseases (e.g., CVD, diabetes) and the functional changes that occur during exercise with these populations.

**MASTER OF SCIENCE IN EDUCATION
MAJOR: PHYSICAL EDUCATION
CONCENTRATION: NUTRITION (non-teacher certification)**

Core Requirements (12 semester hours):

HPE 537	Diversity Issues and Trends in Wellness and Sport Studies (3)
HPE 540	Law and Ethics in Wellness and Sport Studies (3)
HPE 553	Applied Exercise Physiology I (3)
HPE 578	Research in Wellness and Sport Studies (3)

Nutrition Concentration (18 semester hours):

HPE 531	Clinical Cardiopulmonary Physiology (3)
	OR
HPE 554	Applied Exercise Physiology II (3)
HPE 539	Diet and Performance (3)
HPE 590	Directed Study in Wellness and Sport Studies (3)
FCS 536	Advanced Nutrition Therapy (3)
FCS 537	Advanced Methods of Nutritional Assessment (3)
FCS 538	Critical Issues in Nutrition and Food Science (3)

30 Graduate Semester Hours Required for this Degree

Notes:

Admission to this program requires completion of a fourth-year (bachelors) degree in Exercise Science, Nutrition, or a **closely related field**. Undergraduate deficiencies may be required to meet program admission.

The graduate concentration in Nutrition at Jacksonville State University is designed to prepare students for advanced study in nutrition and future employment in the field of nutrition and related careers in wellness and corporate fitness. Special attention is also given to knowledge and skills necessary for students preparing for the ISSN Certified Sport Nutrition exam and potentially preparing for a program leading to becoming a Registered Dietitian. The Nutrition program prepares graduates for interaction with both healthy active populations and populations that are affected by chronic diseases (e.g., CVD, diabetes) and the impact of nutritional interventions in these populations.

MINIMUM REQUIREMENTS FOR THE MS WITH A MAJOR IN SPORT MANAGEMENT (non-teacher certification)

The chief objective of the Master of Science (MS) with a major in Sport Management (non-teacher certification) is to provide students with the knowledge, skills, and abilities required to meet the demands of the job market in the sport industry. Students may enroll in the teacher certification concentration (offered through the School of Education; see the Education section in this bulletin) or the non-teacher certification concentration (offered through the Department of Kinesiology). Deadline dates for application and receipt of all required application materials for the sport management degree are: **November 1 for spring semester admission, April 1 for summer admission, and July 1 for fall semester admission.**

APPLICATION PROCEDURES FOR THE MS WITH A MAJOR IN SPORT MANAGEMENT (non-teacher certification)

All of the following documents must be submitted to Graduate Admissions, Jacksonville State University, 700 Pelham Road North, Jacksonville, Alabama 36265-1602, to be considered for admission:

1. Completed JSU Graduate Application for Admission (available online at www.jsu.edu/graduate/admission/grad_app.html).
2. Non-refundable \$35 application processing fee.
3. Official transcripts from all colleges/universities with degrees posted. (Students who have previously attended JSU do not need to request a transcript from the university.)
4. Three Graduate Reference Forms completed by individuals who can provide qualitative assessment of the applicant's potential for success in graduate course work. Reference forms will be submitted electronically. Instructions for submission will be sent through email to the applicant upon submission of the online graduate application.
5. A professional curriculum vita or resume.
6. A letter of application explaining the applicant's interest in the field of sport management and delineating the applicant's career goals.
7. Official scores for the Graduate Record Examination (GRE) General Test (www.gre.org) or the Miller Analogies Test (MAT) (www.jsu.edu/ccservices/mat.html) will be required if the undergraduate degree posted GPA is below 2.75.
8. If English is not the applicant's native language, the applicant is required to submit an official TOEFL score report or an IELTS score report (please refer to page 25 of this bulletin).

ADMISSION REQUIREMENTS FOR THE MS WITH A MAJOR IN SPORT MANAGEMENT (non-teacher certification)

Applicants who meet the general admission requirements to graduate studies are eligible for admission to the MS with a major in sport management (non-teacher certification). A

particular undergraduate major is not specified for admission to this program; however, a related field is recommended.

Applicants must meet one the of the following admission formula requirements. For purposes of computing the undergraduate GPA, a 4.00 grade point scale is used. The plus (+) and minus (-) grades from undergraduate transcripts are not used in calculating the GPA. Please use the following concordance tables when figuring your formula. GRE Verbal and Quantitative Concordance Tables

http://www.ets.org/s/gre/pdf/concordance_information.pdf; MAT Scaled Score Conversions <http://www.csustan.edu/advstd/mat.html>.

Unconditional Admission

Applicants are eligible for unconditional admission to the program with a GPA on the initial undergraduate degree of at least 3.25. As of July 1, 2017, ALSDE requires two full years of P-12 experience prior to unconditional admittance.

Conditional Admission

Applicants are eligible for conditional admission to the program with a GPA on the initial undergraduate degree of at least 2.75. Applicants who fail to meet the 2.75 GPA requirement must meet one of the following conditional admission formula requirements.

Conditional Admission Formula:

450 times the undergraduate GPA on the initial undergraduate degree plus total score of verbal and quantitative measures of the General Test of the GRE is equal to or greater than a total of 1800 points;

OR

15 times the undergraduate GPA on the initial undergraduate degree plus the MAT score is equal to or greater than a total of 80 points. The GRE or MAT must be taken within five years of enrollment.

Applicants who are granted conditional admission must achieve a GPA of at least 3.00 on the first 12 graduate hours attempted within a twelve-month time frame. Failure to meet these conditions will result in the student being dropped from graduate studies. Students who do not meet the requirements for conditional admission may take the GRE or MAT. The student's scores will be considered for admission by faculty.

**MASTER OF SCIENCE
MAJOR: SPORT MANAGEMENT (non-teacher certification)**

Core Requirements (33 semester hours):

HPE 525	Current Issues and Trends in Athletics (3)
HPE 540	Law and Ethics in Wellness and Sport Studies (3)
HPE 563	Sport Finance (3)
HPE 564	Human Resources Management in Sport (3)
HPE 566	Public and Media Relations in Sport (3)
HPE 567	Sport Facility Administration and Design (3)
HPE 568	Administration of Athletics (3)
HPE 576	Sport Marketing (3)
HPE 586	Sport Promotion and Event Planning (3)
HPE 592	Internship in Sport Marketing and Administration (3)
**SPE 500	Survey Course in Special Education (3)

30-33* Graduate Semester Hours Required for this Degree

**Students who have not previously satisfied the special education requirement at the undergraduate or graduate level must take SPE 500. Students who previously satisfied the special education requirement at the undergraduate or graduate level must take a state-approved diversity course by advisement.

Notes:

Admission to the **non-certification concentration** does not require fourth-year bachelor's level teaching certification.

Students in this program are required to purchase College LiveText. College LiveText Education Solutions is a complete development, management, and assessment solution specifically designed for colleges and universities. Additional information on College LiveText can be obtained at <http://www.livetext.com>.

KINESIOLOGY
HEALTH AND PHYSICAL EDUCATION COURSES (HPE)

- 500. Foundations of Health and Physical Education (3).** Designed to inform the physical education teacher and others about the foundation of physical education and sports. Emphasis will be on philosophy, objectives, movement, history, fitness, and the psychological and sociological foundations of physical education.
- 502. Sociology of Sport (3).** Analysis and study of human behavior patterns as they relate to participation in sports and games.
- 503. Sport History (3).** Development of sport in the U.S. and other countries.
- 506. Methods of Teaching PE, P-5 (3).** Prerequisite: Eligibility for alternative fifth-year teacher certification program. Methods and techniques of teaching P-5 physical education.
- 507. Methods of Teaching PE, 6-12 (3).** Prerequisite: Eligibility for alternative fifth-year teacher certification program. Methods and techniques of teaching 6-12 physical education.
- 510. Physical Education Curriculum (3).** This advanced online course examines the underlying philosophies and foundations of the physical education curriculum in the educational setting (replaces EFD 502, Curriculum Development (3)).
- 512. Physical Education Methods I (3).** An advanced study of the developmental approach to teaching elementary physical education in the schools. Beginning movement concepts and fundamental motor skills are discussed in relation to developmentally appropriate physical education including educational dance, educational gymnastics, games and fitness activities. Students will continue to study the theories and research that serve as the foundation for student learning in quality physical education programs. Particular attention is given to planning and management. Requires Teacher Education Program Eligibility.
- 513. Physical Education Methods II (3).** An advanced study of the developmental approach to teaching physical education in the schools. Beginning and intermediate sport specific skill concepts and positive physical activity dispositions in relation to developmentally appropriate secondary physical education including sport, recreation and leisure activities, and fitness activities. Students will continue to study the theories and research that serve as the foundation for student learning in quality physical education programs. Special attention is given to curriculum and assessment. Requires Teacher Education Program Eligibility.
- 515. Assessment in Health and Physical Education (3).** Advanced study of assessment techniques and tools with an emphasis on assessment in school based physical education settings.
- 520. Best Practices in PE (3).** This advanced on-line course examines techniques and methodologies that have been shown to reliably produce desired outcomes in physical education.
- 525. Current Issues and Trends in Athletics (3).** This advanced online course examines issues and trends encountered by secondary and collegiate coaches in the administration of sport programs. The concepts will be explored from a theoretical and applied perspective. This course examines possible courses of action to meet such issues and trends that occur in athletics. It includes in-depth study and problem-solving approaches.
- 530. Physiology of Exercise (3).** Experiences in physiology of muscular activity and application of these to physical education, training, and health.

531. **Clinical Cardiopulmonary Physiology (3).** Advanced course in clinical exercise physiology. Study of the anatomy, physiology, and pathophysiology of the cardiac, vascular and pulmonary systems.
535. **Skill Analysis (3).** Basic skills involved in several individual and team sports; special attention will be given to body movement.
537. **Diversity Issues in PE (3).** Examination of current trends and issues in HPE with an emphasis on multicultural education through a focus on best practices for promotion of a physically active lifestyle. Special attention will be given to the role of race, gender, and language barriers in a physical education setting. The course includes best practices for effectively teaching all students in the 21st century. Students will also explore the use of technology and /or ways to promote physical activity away from physical education class.
539. **Diet and Performance (3).** Study of the basic nutrients and different types of diets, and their effects on health related and sports related fitness.
540. **Law and Ethics in Wellness and Sport Studies (3).** This course will investigate legal implications of those involved with physical education, recreation, and athletic programs.
545. **Stress Management (3).** This course is intended to help the PE teacher develop knowledge and skills relative to stress management. Emphasis is placed on stress responses and relaxation technique strategies.
551. **Tests and Measurements in PE (3).** Prerequisite: Eligibility for alternative fifth-year teacher certification program. Techniques of test evaluation, administration, and interpretations, emphasis on physical fitness, body mechanics, sports skills, and knowledge tests.
553. **Applied Exercise Physiology I (3).** The purpose of this course is to review undergraduate exercise physiology and provide the knowledge for a student to understand, plan, and implement exercise programs for health, fitness and human performance.
554. **Applied Exercise Physiology II (3).** The purpose of this course is to provide the knowledge for a student to understand, plan, and implement advanced training programs for maximizing fitness and human performance.
560. **Readings in PE (3).** Identification and analysis of current issues and trends; recent developments in physical education, curriculum, and practices in physical education.
562. **Physical Education Program (3).** Prerequisite: Eligibility for alternative fifth-year teacher certification program. Study of curriculum, teaching methods, skills, and the organization and administration of PE programs.
563. **Sport Finance (3).** Concepts, principles, and application associated with finance in the sport and physical activity contexts. This course covers a variety of topics ranging from basic financial concepts to taxation and cash management.
564. **Human Resources Management in Sport (3).** Concepts, principles, and application associated with human resources management in the sport and physical activity contexts. A variety of topics ranging from performance appraisal strategies to job design.
566. **Public and Media Relations in Sport (3).** Concepts, principles, and application associated with public and media relations issues in the sport and physical activity contexts. A variety of topics ranging from the process of sport information to the sport broadcast media.

567. **Sport Facility Administration and Design (3)**. Concepts, principles, and application associated with the planning, designing, and managing a sport facility. A variety of topics ranging from maintenance and security operations to sport facility design principles.
568. **Administration of Athletics (3)**. Place of interscholastic athletics in the program, organization and administration of program, budget, equipment, facilities, public relations, and legal liability.
575. **Physical Fitness and Wellness (3)**. Research evidence of relationships of physical exercise to the following: longevity, weight control, cardiovascular disease, low back pain, mental health, and aging.
576. **Sport Marketing (3)**. Introduction to the principles and application of marketing theory to the sport industry. Covers wide range of sport marketing related topics including promotion and media relations in sport businesses, licensing and sponsorship of sport products, and the marketing mix strategies for sport organizations. Students will gain valuable insight into the theory and practice of sport marketing strategies for a diverse range of sport related organizations.
578. **Research in Wellness and Sport Studies (3)**. The purpose of this course is to provide the foundation for the interpretation and conceptualization of research in HPER. This course will provide instruction on the variety of research methodologies and strategies and how to incorporate such strategies into personal research goals.
580. **Adapted Physical Education (3)**. Comprehensive study to develop ability to deal successfully with handicapped children, youth, and adults in a variety of settings.
581. **Advanced Practicum in Special Physical Education (3)**. Supervised field experience in applying skills, knowledge, and concepts in special physical education; supervised work with the handicapped.
582. **Research Seminar in Special Physical Education (3)**. Critical analysis and evaluation of current research and practical application in the field of special physical education.
583. **Perceptual Motor Development (3)**. Development of perceptual motor skills through physical activities; including locomotor skills, laterality and direction ability; investigations of theories, programs, activities, and evaluation.
585. **Physical Activity and the Aging Process (3)**. Examination of scientific evidence concerning the relationship between physical activity level and physical, mental, and social-psychological wellbeing during aging.
586. **Sport Promotion and Event Planning (3)**. Concepts, principles, and application associated with planning and promoting sporting events. Topics range from developing an event budget to attracting sponsors to a sporting event.
588. **Graduate Internship in PE, P-12 (3)**. Prerequisite: Successful completion of the appropriate Praxis II examination. Complete semester long internship and earn "pass/fail" upon completion of the course. Students will complete a working portfolio and electronic LiveText portfolio, along with other standard course requirements.
590. **Directed Study in Wellness and Sport Studies (3) (3)**. Prerequisites: Permission of instructor and approval of the department head. Students will collaborate with a faculty member to complete a specific research/literature review project. May be repeated once for a total of six (6) credit hours.
591. **Internship in Sport Management (3)**. The sport management internship is designed to provide students with practical experience under the supervision of an athletic administrator in a secondary school setting.

- 592. Internship in Sport Marketing and Administration (3).** Provides students with practical experience under the supervision of a sport management practitioner. This mutually beneficial relationship enhances the student's job marketability in the field of sport management by providing the student with professional experience.
- 598. Independent Study in PE (3) (3).** Prerequisites: Permission of the instructor and approval of the department head. Opportunity to explore, in detail, an area or issue in PE. May be repeated once for a total of six (6) credit hours.

LIBERAL STUDIES

The MA with a major in liberal studies is an interdisciplinary degree characterized by its flexibility. After being admitted to graduate studies, the student and the faculty advisor will plan a program of study designed to meet the student's specific needs. Courses must be selected from two or more fields of study. Electives approved by the advisor may be taken in any department offering graduate courses. Students will select courses from the following fields of study: anthropology, biology, criminal justice, drama, economics, emergency management, English, environmental science management, geography, geographical information systems, history, music, political science, and psychology.

APPLICATION MATERIALS REQUIRED FOR THE MA WITH A MAJOR IN LIBERAL STUDIES

Applicants for the MA with a major in liberal studies will be permitted to enroll for one semester of graduate course work (only after degree posted transcripts have been received) while completing all other general application procedure requirements.

Applicants for the MA with a major in liberal studies must submit all of the following documentation to Graduate Admissions, Jacksonville State University, 700 Pelham Road North, Jacksonville, Alabama 36265-1602, to be considered for admission:

1. Completed JSU Graduate Application for Admission (available online at www.jsu.edu/graduate/admission/grad_app.html).
2. Non-refundable \$35.00 application processing fee.
3. Official transcripts from all colleges/universities with degrees posted. (Students who have previously attended JSU do not need to request a transcript from the university.)
4. Official test scores on the General Test of the GRE or the MAT (please refer to pages 17-18 of this bulletin).
5. Three Graduate Reference Forms completed by individuals who can provide qualitative assessment of the applicant's potential for success in graduate course work. Reference forms will be submitted electronically. Instructions for submission will be sent through email to the applicant upon submission of the online graduate application.
6. If English is not the applicant's native language, the applicant is required to submit an official TOEFL score report, an IELTS score report or a PTE score report (please refer to page 25 of this bulletin).

ADMISSION REQUIREMENTS FOR THE MA WITH A MAJOR IN LIBERAL STUDIES

Applicants who meet general admission requirements to graduate studies are eligible for admission to this program. A particular undergraduate major is not specified for admission to this program.

Applicants must meet one of the following admission formula requirements. For purposes of computing the undergraduate GPA, a 4.00 grade point scale is used. The plus (+) and minus (-) grades from undergraduate transcripts are not used in calculating the GPA. Please use the following concordance tables when figuring your formula. GRE Verbal and Quantitative Concordance Tables http://www.ets.org/s/gre/pdf/concordance_information.pdf; MAT Scaled Score Conversions <http://www.csustan.edu/advstd/mat.html>.

Unconditional Admission

450 times the undergraduate GPA plus the total score of verbal and quantitative sections of the General Test of the GRE is equal to or greater than a total of 1600 points;

OR

15 times the undergraduate GPA plus the MAT score is equal to or greater than a total of 60 points.

Conditional Admission

Any applicant failing to meet the requirements for unconditional admission may be conditionally admitted with the recommendation of the graduate faculty in the applicant's major and approval of the Director of Graduate Studies.

Applicants who are granted conditional admission must achieve a GPA of at least 3.00 on the first 12 graduate hours attempted within a twelve-month time frame. Failure to meet these conditions will result in the student being dropped from graduate studies.

MINIMUM REQUIREMENTS FOR THE MA WITH A MAJOR IN LIBERAL STUDIES

The student must complete a minimum of 30 graduate semester hours in approved courses of which 18 graduate semester hours must be from two or more of the following fields of study: anthropology, biology, computer science and information systems, criminal justice, drama, economics, emergency management, English, environmental science management, geography, geographical information systems, history, music, political science, and psychology. The remaining 12 graduate semester hours may be completed in other fields selected by the student and the advisor.

A maximum of six hours of graduate credit may be transferred; however, courses transferred must be applicable to the student's program of study.

LIBERAL STUDIES COURSES

Course descriptions are located in various programs listed alphabetically in this bulletin.

MANUFACTURING SYSTEMS TECHNOLOGY

The Department of Applied Engineering offers courses leading to the MS degree with a major in manufacturing systems technology. Manufacturing systems technology is a field of study designed to prepare management oriented technical professionals. The program balances academic instruction with practical applications in manufacturing systems to provide graduates with a broad base of knowledge and skills needed to effectively manage and control production in manufacturing facilities.

Specifically, the purpose of this master's program is to produce industrial leaders who:

- Make decisions to integrate appropriate technologies into manufacturing operations.
- Apply advanced principles and practices used in manufacturing systems.
- Creatively use technology in solving practical problems in the manufacturing environment.
- Manage technology systems in manufacturing industries.

APPLICATION MATERIALS REQUIRED FOR THE MS WITH A MAJOR IN MANUFACTURING SYSTEMS TECHNOLOGY

Applicants for the MS with a major in manufacturing systems technology may be permitted to enroll in one semester of graduate course work (if they are a U.S. citizen and degree posted transcripts have been received) while completing all other general application procedure requirements.

Applicants for the MS with a major in manufacturing systems technology must submit all of the following documentation to Graduate Admissions, Jacksonville State University, 700 Pelham Road North, Jacksonville, Alabama 36265-1602, to be considered for admission:

1. Completed JSU Graduate Application for Admission (available online at www.jsu.edu/graduate/admission/grad_app.html).
2. Non-refundable \$35.00 application processing fee.
3. Official transcripts from all colleges/universities with degrees posted. (Students who have previously attended JSU do not need to request a transcript from the university.)
4. Official tests scores on the GMAT, General Test of the GRE, or MAT (please refer to pages 17-18 of this bulletin).
5. Three Graduate Reference Forms completed by individuals who can provide qualitative assessment of the applicant's potential for success in graduate course work. Reference forms will be submitted electronically. Instructions for submission will be sent through email to the applicant upon submission of the online graduate application.
6. If English is not the applicant's native language, the applicant is required to submit an official TOEFL score report or an IELTS score report (please refer to page 25 of this bulletin).

ADMISSION REQUIREMENTS FOR THE MS WITH A MAJOR IN MANUFACTURING SYSTEMS TECHNOLOGY

An undergraduate degree in technology is not required for admission, but candidates with other degrees may be required to complete additional undergraduate courses based on evaluation of academic and professional experiences.

Applicants must meet one of the following admission formula requirements. For purposes of computing the undergraduate grade point average, a 4.00 grade point scale is used. The plus (+) and minus (-) grades from undergraduate transcripts are not used in calculating the GPA. Please use the following concordance tables when figuring your formula. GRE Verbal and Quantitative Concordance Tables http://www.ets.org/s/gre/pdf/concordance_information.pdf; MAT Scaled Score Conversions <http://www.csustan.edu/advstd/mat.html>.

Unconditional Admission

200 times the undergraduate GPA on the initial undergraduate degree plus the GMAT score must be equal to or greater than a total of 950 points;

OR

450 times the undergraduate GPA on the initial undergraduate degree plus the total score of the verbal and quantitative sections of the General Test of the GRE must be equal to or greater than a total of 2250 points;

OR

15 times the undergraduate GPA on the initial undergraduate degree plus the MAT score must be equal to or greater than a total of 80 points.

Conditional Admission

An applicant failing to meet the requirements for unconditional admission may be considered for conditional admission upon recommendation from the departmental graduate faculty with approval from the Director of Graduate Studies.

A student admitted on a conditional basis must attain a minimum GPA of 3.00 on the first 12 semester hours of graduate courses attempted within a twelve-month time frame. Failure to meet these conditions will result in the student being dropped from graduate studies.

MINIMUM REQUIREMENTS FOR THE MS WITH A MAJOR IN MANUFACTURING SYSTEMS TECHNOLOGY

A total of 30 graduate semester hours is required for the degree, including 21 semester hours (seven courses) of manufacturing systems technology courses, nine semester hours in approved electives, or comprehensive project.

MANUFACTURING SYSTEMS TECHNOLOGY COURSES (MFG)

- 505. Manufacturing Operational Systems I (3).** The analysis, design, and implementation of world class manufacturing systems and their integration with functions of the production system for the manufacture of superior quality, low cost products. Topics include lean manufacturing, cellular manufacturing, integrated quality systems, Just-In-Time/Pull production control, and other current manufacturing strategies.
- 507. Manufacturing Operational Systems II (3).** Prerequisite: MFG 505. A continuation of the analysis, design, and implementation of world class manufacturing systems studied in MFG 505. Detailed examination of competencies required of technology managers in contemporary manufacturing, with emphasis on integrating quality into all areas of the organization with the manufacturing system. Topics include quality management, manufacturing teams, safety and health management, total productive maintenance, vendor relationships, and other global manufacturing issues.
- 511. Manufacturing Computer/Information Systems (3).** The theory and practice of using the computer to integrate the functional manufacturing areas into an effective system. Emphasis on computer interfacing, including hardware and software.
- 515. Manufacturing Systems Simulation (3).** An examination of decision-making competencies required of manufacturing managers using current manufacturing system-modeling packages. Emphasis will be on solving manufacturing system problems consisting of labor, material, and equipment to predict future outcomes of various alternatives. Topics include computer simulation of manufacturing systems, computer simulation of material handling systems, data collection, validation, output analysis, job shop applications, and line balancing.
- 521. Manufacturing Value Analysis (3).** A comprehensive course covering topics necessary for making effective manufacturing economic decisions with emphasis on using a computerized engineering economic decision packages for application of cost controls and budgeting. Topics include evaluation of alternative projects, make versus buy decisions, cost justification methods, cost of product tolerances, and replacement analysis.
- 531. Automated Manufacturing Technology (3).** A summary course of material processing and machining methods with an emphasis on planning and implementation of flexible manufacturing systems (FMS) and computer-integrated manufacturing (CIM). Topics include robotics and computer numerical control (CNC) systems, automated material handling and storage, and automated inspection.
- 540. Safety and Health Administration (3).** The examination and analysis of administrative concepts and principles for organizing and managing the functional areas of safety and health within an organization, to include methods for improving management's safety effectiveness. Specifically, the course focuses on the application of behavioral principles to motivate safe workplace behavior.
- 580. Advanced Topics in Manufacturing Systems Technology (3).** This course will focus on an advanced manufacturing systems technology topic of interest.
- 595. Project Development and Management (3).** Students are directed in methods and techniques used in project development and management as they develop a proposal for completion of a project manufacturing systems technology.
- 596. Comprehensive Project in Manufacturing Systems Technology (3).** Students complete an independent, comprehensive project integrating the functional areas of

manufacturing systems technology. Students will be required to present a seminar outlining the project and submit a detailed technical project report.

- 598. Selected Problems in Manufacturing Systems (3).** Independent study of selected problems under the guidance of a member of the graduate faculty.

MATHEMATICS

The Department of Mathematical, Computing and Information Sciences offers courses leading to the Master of Science (MS) with a major in mathematics. Students pursuing graduate degrees in secondary education who meet Mathematical, Computing, and Information Sciences Department admission requirements (described below) may take mathematics courses as their teaching field.

APPLICATION MATERIALS REQUIRED FOR THE MS WITH A MAJOR IN MATHEMATICS

Applicants for the MS with a major in mathematics may be permitted to enroll for one semester of graduate course work (only after degree posted transcripts have been received) while completing all other general application requirements.

Applicants for the MS with a major in mathematics must submit all of the following documentation to Graduate Admissions, Jacksonville State University, 700 Pelham Road North, Jacksonville, Alabama 36265-1602, to be considered for admission:

1. Completed JSU Graduate Application for Admission (available online at www.jsu.edu/graduate/admission/grad_app.html).
2. Non-refundable \$35.00 application processing fee.
3. Official transcripts from all colleges/universities with degrees posted. (Students who have previously attended JSU do not need to request a transcript from the university.)
4. Official tests scores on the General Test of the GRE or the MAT (please refer to pages 17-18 of this bulletin).
5. Three Graduate Reference Forms completed by individuals who can provide qualitative assessment of the applicant's potential for success in graduate course work. Reference forms will be submitted electronically. Instructions for submission will be sent through email to the applicant upon submission of the online graduate application.
6. If English is not the applicant's native language, the applicant is required to submit an official TOEFL score report, an IELTS score report or a PTE score report (please refer to page 25 of this bulletin).

ADMISSION REQUIREMENTS FOR THE MS WITH A MAJOR IN MATHEMATICS

In addition to meeting general admission requirements of graduate studies, an applicant must have completed at least 12 semester hours, or equivalent, beyond the three course JSU calculus series, or equivalent, including at least one course equivalent to MS 415, Advanced Calculus I, and one course equivalent to MS 441, Abstract Algebra I.

Applicants must meet one of the following admission formula requirements. For purposes of computing the undergraduate GPA, a 4.00 grade point scale is used. The plus (+) and minus (-) grades from undergraduate transcripts are not used in calculating the GPA. Please use the following concordance tables when figuring your formula. GRE Verbal and Quantitative Concordance Tables

http://www.ets.org/s/gre/pdf/concordance_information.pdf; MAT Scaled Score Conversions <http://www.csustan.edu/advstd/mat.html>.

Unconditional Admission

450 times the undergraduate GPA plus the total score of verbal and quantitative sections of the General Test of the GRE is equal to or greater than a total of 1600 points;

OR

15 times the undergraduate GPA plus the MAT score is equal to or greater than a total of 60 points.

Conditional Admission

Any applicant failing to meet the requirements for unconditional admission may be conditionally admitted with the recommendation of the graduate faculty in the applicant's major and approval of the Director of Graduate Studies.

Applicants who are granted conditional admission must achieve a GPA of at least 3.00 on the first 12 graduate hours attempted within a twelve-month time frame. Failure to meet these conditions will result in the student being dropped from graduate studies.

MINIMUM REQUIREMENTS FOR THE MS WITH A MAJOR IN MATHEMATICS

A maximum of six hours of graduate credit may be transferred; however, courses transferred must be applicable to the student's program of study.

Non-Thesis Option:

Total of 30 graduate semester hours in approved mathematics courses, including four of the following five courses: MS 451G, 515, 516, 541, and 542. Only two of the following courses may be counted toward the 30 hours of course work: MS 475G, 523, 526, 528, 530, 533, 535, 537, and 549.

Thesis Option:

Total of 30 graduate semester hours. Minimum of 24 hours in approved mathematics courses, including four of the following five courses: MS 451G, 515, 516, 541, and 542; and six hours of approved thesis. Only two of the following courses may be counted toward the 24 hours of course work: MS 475G, 523, 526, 528, 530, 533, 535, 537, and 549. The student must meet with the graduate office to receive an orientation to the thesis process and graduate forms that require completion when the student is prepared to register for the first three hours of thesis. The student must meet with the graduate office within the first two weeks of the semester the student plans to defend the thesis and graduate. The graduate office will review deadlines for submission of copies of the thesis to the graduate office and discuss other details relative to the completion of the thesis. See Thesis Options and Procedures on page 43 of this bulletin.

MATHEMATICS COURSES (MS)

NOTE: Prerequisite for all Mathematics Courses

Graduate courses in mathematics are open only to students who (1) are admitted to a graduate program of study in mathematics; or (2) are admitted to a graduate program of study in secondary education with a teaching field of mathematics and with all undergraduate deficiencies in mathematics removed; or (3) have completed 32 semester hours in mathematics with at least 19 upper division hours. In addition, students must have successfully completed at least one course equivalent to MS 415, Advanced Calculus I, or MS 441, Abstract Algebra I. Some individual courses have further prerequisites; see the course descriptions below. Exemptions from course prerequisites require permission of the department head.

- 403G. Vector Analysis (3).** Prerequisite: MS 227 and see "Prerequisite for all Mathematics Courses." Algebra and calculus of vectors, Stokes theorem, and divergence theorem; applications to geometry, mass potential functions, electricity, and fluid flow.
- 404G. Mathematical Statistics II (3).** Prerequisites: MS 227 and MS 304, and see "Prerequisite for all Mathematics Courses." Continuation of MS 304; selected topics from multivariate probability distributions, functions of random variables, approximations to probability distributions, methods of estimation, linear models and least squares estimators, analysis of variance, and nonparametric statistics.
- 416G. Advanced Calculus II (3).** Prerequisite: MS 415 and see "Prerequisite for all Mathematics Courses." Selected topics from advanced calculus; elements of partial differentiation including the general theorems, Jacobians; topics on theory of integration.
- 423G. Survey of Geometries (3).** Prerequisite: MS 323 and see "Prerequisite for all Mathematics Courses." Selected topics from advanced Euclidean geometry, finite geometries, non-Euclidean geometry, and other geometries.
- 451G. Functions of a Complex Variable (3).** Prerequisites: MS 227 and MS 300 and MS 415, and see "Prerequisite for all Mathematics Courses." Fundamental operations with complex numbers, differentiation and integration theorems, mapping, series, and residues.
- 480G. Introductory Topology (3).** Prerequisite: MS 415 and see "Prerequisite for all Mathematics Courses." Basic topological concepts to include topological spaces, mapping, compactness, connectedness, and separation axioms.
- 484G. Partial Differential Equations (3).** Prerequisites: MS 227 and MS 344, and see "Prerequisite for all Mathematics Courses." Standard methods of solution; separation of variables, Fourier Series, Laplace Transforms; selected applications.
- 504. Applied Statistical Methods (3).** Prerequisite: See "Prerequisite for all Mathematics Courses." Fundamental concepts of descriptive and inferential statistics, probability distributions, estimation, and hypothesis testing; statistical software packages are used to facilitate valid analysis and interpretation of results; emphasis is on method and selection of proper statistical techniques for analyzing real situations.
- 505. Basic Logic and Set Theory (3).** Prerequisite: MS 415 or MS 441, and see "Prerequisite for all Mathematics Courses." Basic topics in symbolic logic and naive set theory, including sets and set operations, symbolic logic, the language of set theory, and applications of set theory.

515. **Real Variables I (3)**. Prerequisite: MS 416 or permission of the instructor, and see "Prerequisite for all Mathematics Courses." Measure and measurable sets, measurable functions, Lebesgue integration, and convergence theorems.
516. **Real Variables II (3)**. Prerequisite: MS 515 and see "Prerequisite for all Mathematics Courses." Selected topics from absolute continuity and differentiation, LP-spaces, Hilbert spaces, and Banach spaces.
517. **Introduction to Functional Analysis (3)**. Prerequisites: MS 352 and MS 415 and see "Prerequisite for all Mathematics Courses." Introduction to the fundamental topics of functional analysis. Topics include metric spaces, completeness, linear operators, normed spaces and Banach spaces, inner product spaces, and Hilbert spaces. Objectives include the Riesz Representation Theorem, the Hahn-Banach Theorem, and the Contraction Mapping Theorem.
523. **Topics in Geometry for Teachers (3)**. Prerequisite: See "Prerequisite for all Mathematics Courses." Classical theorems, ideas, and constructions of Euclidean and non-Euclidean geometry in theorems of Ceva, Menelaus, Pappus, and Feuerbach; homothetic transformations, inversion, harmonic sets of points, and cevians.
526. **Topics in Analytic Geometry for Teachers (3)**. Prerequisite: See "Prerequisite for all Mathematics Courses." Applications of Euclidean and homogeneous coordinates, geometric transformations, trigonometric, and vector techniques to geometric problems.
528. **Theory of Equations and Functions for Teachers (3)**. Prerequisite: See "Prerequisite for all Mathematics Courses." Topics in the theory of polynomial and other equations, and in the properties of transcendental functions. (The goal is the development of a deeper understanding of the equations and functions commonly encountered in pre-calculus mathematics.) May require the use of computer software.
530. **Foundations in Calculus for Teachers (3)**. Prerequisite: See "Prerequisite for all Mathematics Courses." Theory, problem-solving techniques, and applications of differential and integral calculus, including the use of graphing calculators and computer software. (Recommended for students who are teaching or planning to teach Advanced Placement Calculus.)
533. **Topics in Modern Analysis for Teachers (3)**. Prerequisite: See "Prerequisite for all Mathematics Courses." Logic and set theory, functions and sequences, structure and development of the real number system including completeness.
535. **Topics in Finite Mathematics for Teachers (3)**. Prerequisite: See "Prerequisite for all Mathematics Courses." Elementary combinatorial analysis, probability, vectors and matrices, game theory, linear programming, and model building in the social and physical sciences.
537. **Foundations in Algebra for the Secondary Teacher (3)**. Prerequisite: MS 441 and see "Prerequisite for all Mathematics Courses." Concepts of high school algebra from the perspective of ring theory.
541. **Abstract Algebra I (3)**. Prerequisite: MS 441 and see "Prerequisite for all Mathematics Courses." General group theory including cyclic groups and permutation groups, homomorphism and isomorphism theorems.
542. **Abstract Algebra II (3)**. Prerequisite: MS 441 and see "Prerequisite for all Mathematics Courses." Theory of rings, ideals, fields, and integral domains.
549. **Selected Topics in Mathematics for the Secondary Teacher (3)**. Prerequisite: See "Prerequisite for all Mathematics Courses." Selected topics suitable for the secondary teacher; problem solving; secondary school mathematics from an advanced standpoint.

552. **Linear Algebra (3)**. Prerequisites: MS 352 and MS 441 and see "Prerequisite for all Mathematics Courses." Abstract treatment of finite dimensional vector spaces. Linear transformations, determinants, eigenvalues and eigenvectors, invariant subspaces, Rational and Jordan Canonical Forms, inner product spaces, unitary and normal operators, bilinear forms.
591. **Seminar in Algebra (3) (3)**. Prerequisites: MS 541 and MS 542 or permission of instructor and see "Prerequisite for all Mathematics Courses." Selected topics in modern algebra beyond the scope of the graduate algebra sequence. Topics may be chosen from the theory of groups, rings, fields, or modules; linear algebra; homological algebra; or other topics, depending on student and instructor interests.
595. **Seminar in Analysis (3) (3)**. Prerequisites: MS 515 and MS 516 or permission of instructor and see "Prerequisite for all Mathematics Courses." Selected topics in modern analysis beyond the scope of the graduate analysis sequence. Topics may be chosen from the fields of real analysis (measure theory and integration, special functions, finite differences, functional equations, sequences and series), complex variables, Fourier and harmonic analysis, integral transforms, operator theory, or other topics, depending on student and instructor interests.
598. **Directed Readings (3) (3)**. Prerequisites: Students must have two courses in the topical area chosen and approval by the faculty advisor in mathematics and the instructor and see "Prerequisite for all Mathematics Courses." Algebra, analysis, geometry, and topology.
599. **Thesis (3) (3)**. (Grade of Pass or Fail only.) Prerequisite: Approval of Application for Thesis Option. See Thesis Options and Procedures on page 43 of this bulletin.

MUSIC

The Department of Music offers courses leading to the MA with a major in music and supporting courses for the MA with a major in liberal studies. Within the MA with a major in music, students may elect one of two concentrations: general music or music education. Students who elect music education must choose between instrumental or vocal/choral emphases.

The graduate programs in music are accredited by the National Association of Schools of Music.

APPLICATION MATERIALS REQUIRED FOR THE MA WITH A MAJOR IN MUSIC

Applicants for the MA with a major in music and a general music concentration may be permitted to enroll for one semester of graduate course work (only after official degree posted transcripts have been received) while completing all other general application procedure requirements.

Applicants for the MA with a major in music and a general music concentration must submit all of the following documentation to Graduate Admissions, Jacksonville State University, 700 Pelham Road North, Jacksonville, Alabama 36265-1602, to be considered for admission:

1. Completed JSU Graduate Application for Admission (available online at www.jsu.edu/graduate/admission/grad_app.html).
2. Non-refundable \$35.00 application processing fee.
3. Official transcripts from all colleges/universities with degrees posted. (Students who have previously attended JSU do not need to request a transcript from the university.)
4. Official test scores on the General Test of the GRE or the MAT (please refer to pages 17-18 of this bulletin).
5. Three Graduate Reference Forms completed by individuals who can provide qualitative assessment of the applicant's potential for success in graduate course work. Reference forms will be submitted electronically. Instructions for submission will be sent through email to the applicant upon submission of the online graduate application.
6. If English is not the applicant's native language, the applicant is required to submit an official TOEFL score report, an IELTS score report or a PTE score report (please refer to page 25 of this bulletin).
7. For students applying to Music Education teacher certification programs:

Unconditional Admission to Class A Programs for Teaching Fields

Requirements for unconditional admission shall include a valid bachelor's level professional educator certificate in the same teaching field(s) in which the Class A Professional Educator Certificate is sought, except for special education and as prescribed in the rules for Alternative Class A programs, and reading specialist. If an individual is unconditionally admitted to a Class A program based on a valid bachelor's level professional educator certification from another state and completes a Class A program and subsequently applies for Alabama certification

at the Class A level, then the individual must hold valid Alabama Class B certification before applying for Class AA certification.

ADMISSION REQUIREMENTS FOR THE MA WITH A MAJOR IN MUSIC

In addition to meeting general admission requirements of graduate studies, applicants must complete a qualifying examination given by the Music Department. The examination requires students to demonstrate competence in the theory of music and practical keyboard skills, knowledge of the history and literature of music and an applied music audition.

Applicants for the concentration in music education must hold a teaching certificate in the appropriate field.

Applicants who do not currently possess a teaching certificate who wish to attain teacher licensure may elect to pursue the Alternative Class A program, leading to the MA with a concentration in either instrumental or vocal/choral music. Completion of this program leads to eligibility for fifth-year (master's) teacher certification in the appropriate concentration. Students must meet eligibility requirements for the Alternative Class A certification program.

Applicants must meet one of the following admission formula requirements. For purposes of computing the undergraduate GPA, a 4.00 grade point scale is used. The plus (+) and minus (-) grades from undergraduate transcripts are not used in calculating the GPA. Please use the following concordance tables when figuring your formula. GRE Verbal and Quantitative Concordance Tables

http://www.ets.org/s/gre/pdf/concordance_information.pdf; MAT Scaled Score Conversions <http://www.csustan.edu/advstd/mat.html>.

GENERAL MUSIC CONCENTRATION

Unconditional Admission

450 times the undergraduate GPA plus the total score of verbal and quantitative sections of the General Test of the GRE is equal to or greater than a total of 1600 points;

OR

15 times the undergraduate GPA plus the MAT score is equal to or greater than a total of 60 points.

Conditional Admission

Any applicant failing to meet the requirements for unconditional admission may be conditionally admitted with the recommendation of the graduate faculty in the applicant's major and approval of the Director of Graduate Studies.

Applicants who are granted conditional admission must achieve a GPA of at least 3.00 on the first 12 graduate hours attempted within a twelve-month time frame. Failure to meet these conditions will result in the student being dropped from graduate studies.

MUSIC EDUCATION CONCENTRATION

Unconditional Admission

450 times the undergraduate GPA plus the total score of verbal and quantitative sections of the General Test of the GRE is equal to or greater than a total of 2100 points;

OR

15 times the undergraduate GPA plus the MAT score is equal to or greater than a total of 80 points.

Conditional Admission

Any applicant failing to meet the requirements for unconditional admission may be conditionally admitted with the recommendation of the graduate faculty in the applicant's major and approval of the Director of Graduate Studies.

Applicants who are granted conditional admission must achieve a GPA of at least 3.00 on the first twelve graduate hours attempted within a twelve-month time frame. Failure to meet these conditions will result in the student being dropped from graduate studies.

For students applying to music teacher certification programs:

Unconditional Admission to Class A Programs for Teaching Fields

Requirements for unconditional admission shall include a valid bachelor's level professional educator certificate in the same teaching field(s) in which the Class A Professional Educator Certificate is sought, except for special education and as prescribed in the rules for Alternative Class A programs, English for speakers of other languages, and reading specialist. If an individual is unconditionally admitted to a Class A program based on a valid bachelor's level professional educator certification from another state and completes a Class A program and subsequently applies for Alabama certification at the Class A level, then the individual must hold valid Alabama Class B certification before applying for Class AA certification.

**MINIMUM REQUIREMENTS FOR THE MASTER OF ARTS
WITH A MAJOR IN MUSIC AND A
CONCENTRATION IN GENERAL MUSIC**

All three MA programs (MA with a major in music: general music emphasis; MA with a major in music: music education emphasis in instrumental or vocal/choral, P-12; and the Alternative-A MA with a major in music: music education emphasis in instrumental or vocal/choral, P-12) require successful completion of the following group of courses:

Required Music Courses (16 semester hours):

MU 511 Research Methods in Music and Music Education (3)

Select *one* from the following:

MU 513 Music Literature: Renaissance and Baroque Eras (3)

MU 514 Music Literature: Classic Era (3)

MU 515 Music Literature: Romantic Era (3)

MU 508 Music Literature: Contemporary Era (3)

Select *one* from the following:

MU 509 Seminar in Choral Music (3)

MU 512 Seminar in Instrumental Music (3)

Select *one* from the following:

MU 520 Music Theory: Style Analysis (3)

MU 521 Music Theory: Style Analysis (3)

Select from among the following (4 semester hours):

MU 519 Advanced Conducting (3)

MU 534 Individual Applied Music (2)

MU 535 Individual Applied Music (2)

MU 580 Graduate Ensemble (1)(1)

CONCENTRATION IN GENERAL MUSIC

Non-Thesis Option:

Total of 32 graduate semester hours. The student must complete 16 semester hours in required music courses (course descriptions, pages 269-270) and 16 semester hours in approved music electives by advisement.

Thesis Option:

Total of 32 graduate semester hours. The student must complete 16 semester hours in required music courses (course descriptions, pages 269-270), 10 semester hours in approved music electives by advisement, and six hours of thesis. The student must meet with the graduate office to receive an orientation to the thesis process and graduate forms that require completion when the student is prepared to register for the first three hours of thesis. The student must meet with the graduate office within the first two weeks of the semester the student plans to defend the thesis and graduate. The graduate office will review deadlines for submission of copies of the thesis to the graduate office and discuss

other details relative to the completion of the thesis. See Thesis Options and Procedures on page 43 of this bulletin.

CONCENTRATION IN MUSIC EDUCATION

Instrumental or vocal/choral emphasis: total of 32 graduate semester hours. The student must complete 16 semester hours in required music courses described above and the following courses in music and education (13 hours, to include 0-3 hours of approved music electives by advisement, depending upon whether the special education requirement has been previously satisfied):

ED 500	Introduction to Graduate Education and Technology (1) (Discipline specific section required first semester of enrollment.)
ESE 561	Foundations of Secondary Education (3)
ESE 567	Literacy Theory and Practice (3)
SPE 500	Survey Course in Special Education (3) (Students who have not previously satisfied the special education requirement at the undergraduate or graduate level must take SPE 500. If this requirement has been met, three hours of music electives are required.)
OR	
EFD 552	Diversity Issues in Education (3)
MU 545	Measurement and Evaluation of Music (3)

Notes:

Admission to this program requires fourth-year (bachelor's) teacher certification in music (instrumental or vocal-choral).

Completion of the MA in music with a concentration in music education/instrumental or music education/vocal-choral program leads to eligibility for fifth-year (master's) teacher certification in music.

**MASTER OF ARTS
MAJOR: MUSIC
CONCENTRATION: MUSIC EDUCATION/INSTRUMENTAL (P-12)**

Required Music Courses (16 semester hours):

- MU 511 Research Methods in Music and Music Education (3)
 MU 512 Seminar in Instrumental Music (3)

Select *one* from the following (3 semester hours):

- MU 513 Music Literature: Renaissance and Baroque Eras (3)
 MU 514 Music Literature: Classic Era (3)
 MU 515 Music Literature: Romantic Era (3)
 MU 508 Music Literature: Contemporary Era (3)

Select *one* from the following (3 semester hours):

- MU 520 Music Theory: Style Analysis (3)
 MU 521 Music Theory: Style Analysis (3)

Select from among the following (4 semester hours):

- MU 519 Advanced Conducting (3)
 MU 534 Individual Applied Music (2)
 MU 535 Individual Applied Music (2)
 MU 580 Graduate Ensemble (1)(1)

Required Music and Education Courses (13-16 semester hours):

- ED 500 Introduction to Graduate Education and Technology (1)
 (Discipline specific section required first semester of enrollment.)
 ESE 561 Foundations of Secondary Education (3)
 ESE 567 Literacy Theory and Practice (3)
 *SPE 500 Survey Course in Special Education (3)
 (*Students who have not previously satisfied the special education
 requirement at the undergraduate or graduate level must take
 SPE 500.)
 OR
 EFD 552 Diversity Issues in Education (3)
 MU 545 Measurement and Evaluation in Music (3)

Approved Music Electives by Advisement (0-3 semester hours)

32 Graduate Semester Hours Required for this Degree

Notes:

Admission to this program requires fourth-year (bachelor's) teacher certification in music (instrumental).

Completion of this program leads to eligibility for fifth-year (master's) teacher certification in music instrumental (P-12).

Successful completion of the appropriate Praxis II examination is required for certification.

Students in this program are required to purchase College LiveText. College LiveText Education Solutions is a complete development, management, and assessment solution specifically designed for colleges and universities. Additional information on College LiveText can be obtained at

<http://www.livetext.com>.

**MASTER OF ARTS
MAJOR: MUSIC
CONCENTRATION: MUSIC EDUCATION/VOCAL-CHORAL (P-12)**

Required Music Courses (16 semester hours):

- MU 509 Seminar in Choral Music (3)
 MU 511 Research Methods in Music and Music Education (3)

Select one from the following (3 semester hours):

- MU 513 Music Literature: Renaissance and Baroque Eras (3)
 MU 514 Music Literature: Classic Era (3)
 MU 515 Music Literature: Romantic Era (3)
 MU 508 Music Literature: Contemporary Era (3)

Select one from the following (3 semester hours):

- MU 520 Music Theory: Style Analysis (3)
 MU 521 Music Theory: Style Analysis (3)

Select from among the following (4 semester hours):

- MU 519 Advanced Conducting (3)
 MU 534 Individual Applied Music (2)
 MU 535 Individual Applied Music (2)
 MU 580 Graduate Ensemble (1) (1)

Required Education and Music Courses (13-16 semester hours):

- ED 500 Introduction to Graduate Education and Technology (1)
 (Discipline specific section required first semester of enrollment.)
 ESE 561 Foundations of Secondary Education (3)
 ESE 567 Literacy Theory and Practice (3)
 *SPE 500 Survey Course in Special Education (3)
 (*Students who have not previously satisfied the special education requirement at the undergraduate or graduate level must take SPE 500.)
 OR
 EFD 552 Diversity Issues in Education (3)
 MU 545 Measurement and Evaluation in Music (3)

Approved Music Electives by Advisement (0-3 semester hours)**32 Graduate Semester Hours Required for this Degree****Notes:**

Admission to this program requires fourth-year (bachelor's) teacher certification in music (vocal-choral).

Completion of this program leads to eligibility for fifth-year (master's) teacher certification in music (vocal-choral).

Successful completion of the appropriate Praxis II examination is required for certification.

Students in this program are required to purchase College LiveText. College LiveText Education Solutions is a complete development, management, and assessment solution specifically designed for colleges and universities. Additional information on College LiveText can be obtained at

<http://www.livertext.com>.

**MASTER OF ARTS
MAJOR: MUSIC
CONCENTRATION: GENERAL MUSIC (INSTRUMENTAL)**

NON-THESIS OPTION

Required Music Courses (16 semester hours):

- MU 511 Research Methods in Music and Music Education (3)
- MU 512 Seminar in Instrumental Music (3)

Select *one* from the following (3 semester hours):

- MU 513 Music Literature: Renaissance and Baroque Eras (3)
- MU 514 Music Literature: Classic Era (3)
- MU 515 Music Literature: Romantic Era (3)
- MU 508 Music Literature: Contemporary Era (3)

Select *one* from the following (3 semester hours):

- MU 520 Music Theory: Style Analysis (3)
- MU 521 Music Theory: Style Analysis (3)

Select from among the following (4 semester hours):

- MU 519 Advanced Conducting (3)
- MU 534 Individual Applied Music (2)
- MU 535 Individual Applied Music (2)
- MU 580 Graduate Ensemble (1) (1)

Approved Music Electives By Advisement (16 semester hours)

32 Graduate Semester Hours Required for this Degree

**MASTER OF ARTS
MAJOR: MUSIC
CONCENTRATION IN GENERAL MUSIC (INSTRUMENTAL)**

THESIS OPTION

Required Music Courses (16 semester hours):

- MU 511 Research Methods in Music and Music Education (3)
- MU 512 Seminar in Instrumental Music (3)

Select *one* from the following (3 semester hours):

- MU 513 Music Literature: Renaissance and Baroque Eras (3)
- MU 514 Music Literature: Classic Era (3)
- MU 515 Music Literature: Romantic Era (3)
- MU 508 Music Literature: Contemporary Era (3)

Select *one* from the following (3 semester hours):

- MU 520 Music Theory: Style Analysis (3)
- MU 521 Music Theory: Style Analysis (3)

Select from among the following (4 semester hours):

- MU 519 Advanced Conducting (3)
- MU 534 Individual Applied Music (2)
- MU 535 Individual Applied Music (2)
- MU 580 Graduate Ensemble (1) (1)

Thesis Option (6 semester hours):

Must complete the following for a total of 6 semester hours:

- MU 599 Thesis (3)
- MU 599 Thesis (3)

See Thesis Options and Procedures on page 43 of this bulletin.

Approved Music Electives by Advisement (10 semester hours)

32 Graduate Semester Hours Required for this Degree

**MASTER OF ARTS
MAJOR: MUSIC
CONCENTRATION IN GENERAL MUSIC (VOCAL/CHORAL)**

NON-THESIS OPTION

Required Music Courses (16 semester hours):

- MU 509 Seminar in Choral Music (3)
- MU 511 Research Methods in Music and Music Education (3)

Select *one* from the following (3 semester hours):

- MU 513 Music Literature: Renaissance and Baroque Eras (3)
- MU 514 Music Literature: Classic Era (3)
- MU 515 Music Literature: Romantic Era (3)
- MU 508 Music Literature: Contemporary Era (3)

Select *one* from the following (3 semester hours):

- MU 520 Music Theory: Style Analysis (3)
- MU 521 Music Theory: Style Analysis (3)

Select from among the following (4 semester hours):

- MU 519 Advanced Conducting (3)
- MU 534 Individual Applied Music (2)
- MU 535 Individual Applied Music (2)
- MU 580 Graduate Ensemble (1)(1)

Approved Music Electives by Advisement (16 semester hours)

32 Graduate Semester Hours Required for this Degree

**MASTER OF ARTS
MAJOR: MUSIC
CONCENTRATION IN GENERAL MUSIC (VOCAL/CHORAL)**

THESIS OPTION

Required Music Courses (16 semester hours):

- MU 509 Seminar in Choral Music (3)
- MU 511 Research Methods in Music and Music Education (3)

Select *one* from the following (3 semester hours):

- MU 513 Music Literature: Renaissance and Baroque Eras (3)
- MU 514 Music Literature: Classic Era (3)
- MU 515 Music Literature: Romantic Era (3)
- MU 508 Music Literature: Contemporary Era (3)

Select *one* from the following (3 semester hours):

- MU 520 Music Theory: Style Analysis (3)
- MU 521 Music Theory: Style Analysis (3)

Select from among the following (4 semester hours):

- MU 519 Advanced Conducting (3)
- MU 534 Individual Applied Music (2)
- MU 535 Individual Applied Music (2)
- MU 580 Graduate Ensemble (1)(1)

Thesis Option (6 semester hours):

Must complete the following for a total of 6 semester hours:

- MU 599 Thesis (3)
- MU 599 Thesis (3)

See Thesis Options and Procedures on page 43 of this bulletin.

Approved Music Electives by Advisement (10 semester hours)

32 Graduate Semester Hours Required for this Degree

MUSIC COURSES (MU)

500. **Graduate Recital (0).** Public Performance in primary applied area of student; instrumental or vocal material planned by instructor and student.
508. **Music Literature: Contemporary Era (3).** Development of instrumental and vocal music since 1900; emphasis on musical examples from various schools of composition, including Impressionism, Primitivism, Neoclassicism, Expressionism, Serialism, Indeterminacy, and Minimalism.
509. **Seminar in Choral Music (3).** Acoustical problems and basic techniques relating to choral medium; problems of ensemble, balance, precision, and interpretation; materials and musical literature for large and chamber choral ensembles.
510. **Seminar in Music Education (3).** Philosophies and objectives of music in schools; scope and sequence of music curricula on elementary and secondary levels.
511. **Research Methods in Music and Music Education (3).** Application of methods of research to problems in music and music education; preparation of bibliographies and written exposition of research projects in area of student's major interest.
512. **Seminar in Instrumental Music (3).** Acoustical properties and basic techniques of instruments; problems of ensemble and balance, intonation, precision, and interpretation; materials and musical literature and orchestras, bands, and small ensembles.
513. **Music Literature: Renaissance and Baroque Eras (3).** A study of the development of sacred and secular music during periods preceding that of the Common Practice period. Includes various vocal and instrumental forms, both large and small, including motets, madrigals, opera, concerti and various keyboard forms.
514. **Music Literature: Classic Era (3).** A study of the history and literature of music during the Classic period leading into Romanticism; includes various vocal styles and forms using examples of significant composers of the period.
515. **Music Literature: Romantic Era (3).** A study of musical developments in the nineteenth century using repertoire of representative composers from various national schools, including keyboard forms, chamber music, symphony, opera, art song and other performance media.
519. **Advanced Conducting (3).** Prerequisite: MU 210 or equivalent. Intensive study in repertoire of various performing media; includes parallel or supplementary reading and a paper dealing with some aspect of conducting.
520. **Music Theory: Style Analysis (3).** Study intended to develop stylistic perception through analytical and historical examination of selected musical examples, Bach and Handel through Beethoven and Schubert.
521. **Music Theory: Style Analysis (3).** Continuation of 520; Debussy and Ravel to present.
522. **Music Theory: Sixteenth-Century Counterpoint (3).** Species counterpoint up to time of Monteverdi.
523. **Music Theory: Eighteenth-Century Counterpoint (3).** Late Baroque styles in canon, fugue, invention, and passacaglia; extensive writing and special projects.
534. **Individual Applied Music (2).** Primary applied area of student; instrumental or vocal material planned by instructor and student.
535. **Individual Applied Music (2).** Primary applied area of student; instrumental or vocal material planned by instructor and student.
536. **Individual Applied Music (2).** Individual instruction in primary applied area of student; instrumental or vocal material planned by instructor and student.

537. **Individual Applied Music (2).** Individual instruction in primary applied area of student; instrumental or vocal material planned by instructor and student.
545. **Measurement and Evaluation in Music (3).** Evaluation of current achievement and aptitude measurements in music; problems in measurement of musical performance; preparation of examination material and the computation of basic statistical formulae.
552. **Lyric Theatre Workshop (1).** An ensemble designed to guide the classically trained singer through the varied aspects of preparing and presenting an operatic performance. This course may be duplicated for credit for a total of four (4) credit hours.
571. **Elementary Music Materials and Methods (3).** Methods, materials, and problems of teaching general music; grades P-6.
580. **Graduate Ensemble (1).** Appropriate conducted or coached ensembles as approved by the department head and the graduate advisor. This number may be duplicated for credit for a total of four (4) credit hours. (This course is replacing MU 480G Graduate Ensemble and MU 481G Graduate Ensemble).
581. **Graduate Ensemble (1).** Appropriate conducted or coached ensembles as approved by the department head and the graduate advisor.
582. **Secondary Instrumental Music Materials and Methods (3).** Professional preparation of teachers of instrumental music, grades 7-12, with emphasis on appropriate theory, literature, teaching methods and organizational skills needed to teach in an effective public school instrumental music program.
583. **Secondary Vocal Music Materials and Methods (3).** Professional preparation of teachers of vocal music, grade 7-12, with emphasis on theory, literature, teaching methods and organizational skills needed to teach in an effective public school choral program.
588. **Graduate Internship in Music Education P-12 (3).** Complete semester long internship and earn "pass/fail" upon completion of course. Students will complete a working portfolio and electronic LiveText portfolio, along with other standard course requirements.
- 594, 595. **Directed Readings in Music (3)(3).** Prerequisite: Permission of the instructor and approval of department head. An opportunity to explore in-depth a specific topic or area in Music through selected readings, special projects, and professional guidance and discussion.
599. **Thesis (3) (3).** (Grade of Pass or Fail only) Prerequisite: Approval of Application for Thesis Option. See Thesis Options and Procedures on page 43 of this bulletin.

NURSING

The primary mission of the Department of Nursing in the School of Health Professions and Wellness is to provide excellence in undergraduate and graduate professional nursing education, as well as to pursue scholarly activities and provide service to the community. The department offers courses leading to the Master of Science in Nursing (MSN) with a major in population health (concentrations in emergency management and nurse educator); graduate certificates in nursing education and emergency preparedness nursing coordinator; and a doctorate in nursing practice (BSN-DNP family nurse practitioner, adult-gerontology acute care nurse practitioner, and post-master's doctor of nursing practice tracks). The baccalaureate and master's degree programs are accredited by the Commission on Collegiate Nursing Education (CCNE), One Dupont Circle NW, Suite 530, Washington, D.C. 20036, (202) 887-6791.

MASTER OF SCIENCE IN NURSING IN POPULATION HEALTH

The Department of Nursing in the School of Health Professions and Wellness offers courses leading to the MSN with a major in population health.

The Master of Science in Nursing (MSN) degree program is designed to prepare advanced community health nurses to address the health needs of vulnerable populations and communities as they currently exist and as they will evolve in the future. Students acquire advanced knowledge and skills in community needs assessment, analysis of aggregate data, health planning, as well as program development, implementation, and evaluation. The curriculum builds on the foundation of baccalaureate education and requires 38 hours of course work, including two courses in community health with clinical practica. A disaster management component is integrated into various courses in the curriculum. Courses in the MSN program are offered online.

To complete the admission process, the items listed below must be submitted by **July 1st for admission to the fall semester, April 1st for admission to the May and summer terms, or November 1st for spring semester admission.** Applicants are not allowed to register or pre-register until all admission requirements have been completed and the applicant is admitted to Graduate Studies.

APPLICATION MATERIALS REQUIRED FOR THE MSN-Population Health

Unconditional Admission

Applicants for the MSN must meet the following admission requirements for unconditional admission:

1. Bachelor's degree with a major in nursing from a regionally accredited university with a professionally accredited nursing program.
2. Official transcripts from all colleges/universities with degrees posted. (Students who have previously attended JSU do not need to request a transcript from the university.)
3. Overall GPA of 3.00 or higher on a 4.00 scale (cumulative or last 64 credit hours).
4. Completed JSU Graduate Application for Admission (available online at www.jsu.edu/graduate/admission/grad_app.html).

5. Three Graduate Reference Forms completed by individuals who can provide qualitative assessment of the applicant's potential for success in graduate course work. Reference forms will be submitted electronically. Instructions for submission will be sent through email to the applicant upon submission of the online graduate application.
6. Satisfactory writing sample of statement of purpose.
7. A current unencumbered RN license.
8. Professional interview may be required.
9. If English is not the applicant's native language, the applicant is required to submit an official TOEFL score report, an IELTS score report or a PTE score report (please refer to page 25 of this bulletin).

*Admission test scores are not required (GRE, MAT).

**The Graduate Nursing Programs Admissions Committee will review applicant admission packets and determine eligibility for admission. The admissions committee will submit to the Director of Graduate Studies its recommendation on the admission of each candidate.

Conditional Admission

To be considered for conditional admission for the MSN, applicants must meet all of the above requirements with the following exception:

1. Overall GPA of 2.50 or higher on a 4.00 scale (cumulative or last 64 credit hours).
2. Students who are granted conditional admission must achieve a GPA of at least 3.00 on the first 12 graduate hours attempted. Failure to comply will result in the student being dismissed from the program.

MINIMUM REQUIREMENTS FOR THE MSN-Population Health

The MSN program consists of 38 graduate semester hours. A comprehensive examination is required of all candidates.

**MSN
MAJOR: POPULATION HEALTH**

Required Courses (38 semester hours):

NU 501	Online MSN Orientation (0)
NU 504	Theories in Nursing (2)
NU 507	Advanced Health Assessment (3)
NU 513	Advanced Pathophysiology (3)
NU 514	Health Assessment Practicum (1)
NU 518	Organizational and Systems Leadership in Population Health (3)
NU 520	Advanced Pharmacology (3)
NU 522	Research Methodology (3)
NU 527	Epidemiology (2)
NU 540	Population Health I (6)
NU 542	Transcultural Nursing and Healthcare (3)
NU 544	Statistical Methods in Healthcare (3)
NU 545	Population Health II (6)

38 Graduate Semester Hours Required for this Degree

MSN
MAJOR: POPULATION HEALTH
CONCENTRATION: EMERGENCY MANAGEMENT

Required Courses (38 semester hours):

NU 501	Online MSN Orientation (0)
NU 504	Theories in Nursing (2)
NU 507	Advanced Health Assessment (3)
NU 513	Advanced Pathophysiology (3)
NU 514	Health Assessment Practicum (1)
NU 518	Organizational and Systems Leadership in Population Health (3)
NU 520	Advanced Pharmacology (3)
NU 522	Research Methodology (3)
NU 527	Epidemiology (2)
NU 540	Population Health I (6)
NU 542	Transcultural Nursing and Healthcare (3)
NU 544	Statistical Methods in Healthcare (3)
NU 545	Population Health II (6)

Required Courses for the Concentration in Emergency Management (12 semester hours):

EM 505	Foundations of Emergency Management (3)
EM 545	Emergency Preparedness (3)
EM 555	Disaster Response (3)
EM 575	Medical Aspects of Emergency Management (3)

EM Elective (3) - Select one of the following EM courses:

EM 548	Vulnerability and Capacity Building (3)
EM 570	Biosecurity (3)
EM 576	Healthcare Leadership for Mass Casualties (3)
EM 577	Pandemic Planning and Preparedness (3)

53 Graduate Semester Hours Required for this Degree

MSN
MAJOR: POPULATION HEALTH
CONCENTRATION: NURSE EDUCATOR

Required Courses (38 semester hours):

NU 501	Online MSN Orientation (0)
NU 504	Theories in Nursing (2)
NU 507	Advanced Health Assessment (3)
NU 513	Advanced Pathophysiology (3)
NU 514	Health Assessment Practicum (1)
NU 518	Organizational and Systems Leadership in Population Health (3)
NU 520	Advanced Pharmacology (3)
NU 522	Research Methodology (3)
NU 527	Epidemiology (2)
NU 540	Population Health I (6)
NU 542	Transcultural Nursing and Healthcare (3)
NU 544	Statistical Methods in Healthcare (3)
NU 545	Population Health II (6)

Required Courses for the Concentration in Nurse Educator (15 semester hours):

NU 502	Orientation: Nurse Educator Program (0)
NU 550	Developing Instruction Programs in Collegiate Nursing Education (3)
NU 551	Teaching, Learning, and Evaluation in Collegiate Nursing Programs (3)
NU 552	Practicum in Collegiate Nursing Education (3)
NU 553	Issues and Trends in Collegiate Nursing Education (3)
NU 554	Introduction to Instructional Design and Online Teaching (3)

53 Graduate Semester Hours Required for this Degree

**APPLICATION MATERIALS REQUIRED FOR THE
GRADUATE CERTIFICATE IN NURSING EDUCATION AND THE
GRADUATE CERTIFICATE IN EMERGENCY PREPAREDNESS NURSING
COORDINATOR**

Please review our [Graduate Certificate Disclosure](#) information.

Applicants for the [graduate certificate in nursing education](#) and [the graduate certificate in emergency preparedness nursing coordinator](#) must submit the following documentation to Graduate Admissions, Jacksonville State University, 700 Pelham Road North, Jacksonville, Alabama 36265-1602, to be considered for admission:

1. Completed JSU Graduate Application for Admission (available online at www.jsu.edu/graduate/admission/grad_app.html).
2. Non-refundable \$35.00 application processing fee.
3. Bachelor's degree with a major in nursing from a regionally accredited university with a professionally accredited nursing program.
4. Official transcripts from all colleges/universities with degrees posted. (Students who have previously attended JSU do not need to request a transcript from the university.)
5. A current unencumbered RN license.
6. Three Graduate Reference Forms completed by individuals who can provide qualitative assessment of the applicant's potential for success in graduate course work. Reference forms will be submitted electronically. Instructions for submission will be sent through email to the applicant upon submission of the online graduate application.
7. If English is not the applicant's native language, the applicant is required to submit an official TOEFL score report, an IELTS score report or a PTE score report (please refer to page 25 of this bulletin).

GRADUATE CERTIFICATE IN NURSING EDUCATION

The graduate certificate in nursing education is designed to prepare nurses to teach in nursing and health professional programs, health care institutions and agencies, and in the community. The certificate provides nurses with essential knowledge and skills about teaching, program development, evaluation, clinical instruction, and other aspects of the educational process in nursing. Upon satisfactorily completing the requirements of the graduate certificate (comprehensive exam not required for graduate certificate), an entry will be made on the student's transcript. All courses are delivered through distance education.

Courses in the graduate certificate programs are offered online. The practicum is based on student needs and is planned with students in a location convenient for them.

Required Courses for the Graduate Certificate in Nursing Education (15 semester hours):

NU 502	Orientation: Nurse Educator Program (0)
NU 550	Developing Instruction Programs in Collegiate Nursing Education (3)
NU 551	Teaching, Learning, and Evaluation in Collegiate Nursing Programs (3)
NU 552	Practicum in Collegiate Nursing Education (3)
NU 553	Issues and Trends in Collegiate Nursing Education (3)
NU 554	Introduction to Instructional Design and Online Teaching (3)

GRADUATE CERTIFICATE IN EMERGENCY PREPAREDNESS NURSING COORDINATOR

A graduate certificate in Emergency Preparedness Nursing Coordinator is available for non-degree students who wish to specialize in the area of emergency management nursing. Upon satisfactorily completing the 15 hours required of the graduate certificate (comprehensive examination not required for graduate certificate), an entry will be made on the student's transcript. All courses are delivered through distance education. Please refer to the Emergency Management section of this bulletin for course descriptions.

Required Courses for the Graduate Certificate in Emergency Preparedness Nursing Coordinator (15 semester hours):

EM 505	Foundations of Emergency Management (3)
EM 545	Emergency Preparedness (3)
EM 555	Disaster Response (3)
EM 575	Medical Aspects of Emergency Management (3)

Required EM Elective (3 semester hours) - Select one of the following courses:

EM 548	Vulnerability and Capacity Building (3)
EM 570	Biosecurity (3)
EM 576	Healthcare Leadership for Mass Casualties (3)
EM 577	Pandemic Planning and Preparedness (3)

NURSING COURSES (NU)

- 501. Online MSN Orientation (0).** Online orientation is designed to provide a framework for delivery of essential information designed to promote academic success of the newly enrolled graduate student: and to provide consistent introduction to online services at the university.
- 502. Orientation: Nurse Educator Program (0).** The purpose of this course is to provide the newly admitted online student with information that is meaningful and relevant for success in the Nurse Educator program. The scope of practice for the academic nurse educator is outlined and the National League for Nursing's Nurse Educator Core Competencies are emphasized.
- 504. Theories in Nursing (2).** Explores the evolution and importance of knowledge and theory in nursing, mechanisms for developing and critiquing theory, and the analysis and application of theories in nursing practice.
- 507. Advanced Health Assessment (3).** Provides advanced knowledge of history and interviewing processes across the lifespan, physical examination, and clinical judgments regarding health care needs.
- 513. Advanced Pathophysiology (3).** Review of cellular structure and function with emphasis on cellular changes that give rise to pathology and disease; discussion of cellular and tissue physiology with a focus on pathological processes of major organs and body systems.
- 514. Health Assessment Practicum (1).** Corequisite: NU 507. Practical application skills related to data collection and analysis essential to comprehensive health assessment of various age groups; validates knowledge to perform complete health assessment of individuals as they exist in the community as well as analyze collected data for indicators of health maintenance or alterations in health.
- 518. Organization and Systems Leadership in Population Health (3).** Provides opportunities to review, examine, and analyze individual, family and population-based care from a community health perspective and synthesize selected issues that affect the role responsibilities of the advanced community health nurse within systems and organizations.
- 520. Advanced Pharmacology (3).** Designed to augment and support the practice of the APN. Encompasses the prescriptive role of the APN, legal statutes, general principles of pharmacodynamics and pharmacokinetics, treatment guidelines related to evidence based practices, pharmacology concerns for special populations, and drugs most commonly used in primary care.
- 522. Research Methodology (3).** Discussion of principles of the research process; emphasis on the utilization and generation of research relevant to nursing.
- 527. Epidemiology (2).** Study of various factors as they relate to the occurrence, frequency, and distribution of disease across the lifespan; includes origin, transmission, host/environmental factors that influence the development of disease, as well as issues related to health planning, policy, and evaluation.
- 534. Statistics and Data Management (2).** Quantitative methods and statistics as applied to nursing and health care; topics include descriptive statistics, probability theory, sampling and statistical inference, hypothesis testing, regression and correlation analysis, and analysis of variance.
- 540. Population Health I (3).** Prerequisites: NU 504, 507, 513, 514, 518, 527 and 544. Application of advanced specialized knowledge relevant to health promotion/disease prevention issues in select populations. Clinical experiences will be designed to meet individual learning needs of the MSN student in implementing the multifaceted role of the community health clinical nurse specialist.

- 542. Transcultural Nursing and Healthcare (3).** An exploration of theoretical foundations for cultural diversity in health and illness, with emphasis in assessment and analysis of selected cultures as related to nursing and health care practices.
- 544. Statistical Methods in Health Care (3).** Utilizing concepts of informatics, the focus is on probability concepts, descriptive statistics, and hypothesis testing with parametric and non-parametric procedures using Excel.
- 545. Population Health II (3).** Prerequisites: NU 540 and 522. Application of advanced specialized knowledge relevant to implementing and evaluating programs for community health, with an emphasis on evidence-based interventions with vulnerable populations and aggregates. Clinical experiences will be designed to meet individual learning needs of the MSN student in providing care for selected aggregates and/or populations.
- 550. Developing Instruction Programs in Collegiate Nursing Education (3).** Development of curricular components for nursing instructional programs. Examines the relationships among philosophy, goals, and outcomes for various learning environments. (Graduate Certificate in Nursing Education requirement/Elective for MSN.)
- 551. Teaching, Learning, and Evaluation in Collegiate Nursing Programs (3).** Focuses on teaching-learning theories, processes, strategies, and styles. Examines evaluation principles in the classroom and clinical setting. (Graduate Certificate in Nursing Education requirement/Elective for MSN.)
- 552. Practicum in Collegiate Nursing Education (3).** Prerequisites: NU 550, 551, and 553. Application for teaching-learning theories/ strategies, assessment and measurement methods, curricular frameworks, and nursing knowledge in an educational context. (Graduate Certificate in Nursing Education requirement/Elective for MSN.)
- 553. Issues and Trends in Collegiate Nursing Education (3).** Exploration of issues and trends influencing the role of the nursing educator. Includes analysis of technological, legal, economic, political, cultural, and ethical, and professional dynamics. (Graduate Certificate in Nursing Education requirement/Elective for MSN.)
- 554. Introduction to Instructional Design and Online Teaching (3).** The purpose of this course is to provide the graduate nursing student with the opportunity to explore principles and best practices in online course design and teaching. Students are encouraged to examine quality standards and course exemplars. Emphasis is placed on instructional design, content organization and scaffolding of content to enhance student learning. The concept of continual engagement is introduced as a method to promote a community of engaged learners. Students will learn how to effectively prepare their online teaching through a systematic instructional planning process and to integrate effective technology to promote learning.
- 581. Independent Study (1).** Prerequisite: Permission of the advisor. Special project in nursing/disaster management.
- 582. Independent Study (2).** Prerequisite: Permission of the advisor. Special project in nursing/disaster management.
- 583. Independent Study (3).** Prerequisite: Permission of the advisor. Special project in nursing/disaster management.

Please refer to the emergency management section of this bulletin (pages 215-219) for EM course descriptions.

BSN-DNP AND POST-MASTER'S DNP PROGRAMS

Three Doctor of Nursing Practice tracks were launched for delivery beginning Fall 2017. These include the BSN-DNP Family Nurse Practitioner track, Adult-Gerontology Acute Care Nurse Practitioner track, and the Post-Master's Doctor of Nursing Practice. The Doctor of Nursing Practice is a terminal degree in nursing that prepares RNs and Nurse Practitioners to practice at the highest level of the profession.

1. BSN-DNP for FNP (12 semesters or 15 semesters) *
2. BSN-DNP for AGACNP (12 semesters or 15 semesters) *
3. Post-Master's DNP (4 semesters or 6 semesters) **

* Nurse Practitioner tracks which allow and require students to take the appropriate certification exam at completion of the program of study.

** Track for nurse professionals who already have an MSN degree with approximately 500 clinical practice hours in the completed master's program which can be validated in writing by that program administrator. These students may or may not be nurse practitioners, but they must have completed a master's degree with a clinical focus. The Post-Master's DNP track is a leadership track with focus on advanced clinical practice, leadership, informatics and technology, quality indicators and outcomes improvement, and translation of evidence to practice in health care delivery.

The application/admission process is open July 15 through January 15. Applications are considered for admission in the fall semester only.

Requirements for unconditional admission to the BSN-DNP program:

1. Completed JSU Graduate Application for Admission (available online at www.jsu.edu/graduate/admission/grad-app.html).
2. BSN degree from an accredited institution.
3. Unencumbered RN license in the U.S.
4. Overall GPA of 3.00 or higher on a 4.00 scale (cumulative or last 60 credit hours).
5. No additional qualifying exam.
6. Admission test scores not required (GRE, MAT).
7. Two years practice experience as registered nurse; may work toward years of experience while completing core courses.
8. Three professional references
9. Professional interview may be required.
10. Satisfactory writing sample of statement of purpose.

Requirements for unconditional admission to the Post-Master's DNP program:

1. Completed JSU Graduate Application for Admission (available online at www.jsu.edu/graduate/admission/grad-app.html).
2. Master's degree with a clinical focus validating 500 practice hours, including, but not limited to, certified nurse practitioners.
3. Unencumbered RN license in the U.S.
4. Overall GPA of 3.00 or higher on a 4.00 scale (cumulative or last 60 credit hours).
5. Three professional references.
6. Writing sample of personal goals statement.

Graduate requirements are as follows:

1. Completion of courses required for the selected pathway:
 - a. 69 credit hours must be completed for the BSN-DNP.
 - b. 36 credit hours must be completed for the Post-Master's DNP.
2. Completion of supervised academic program practice hours:
 - a. 1,000 hours must be completed for the BSN-DNP.
 - b. 500 hours must be completed for the Post-Master's DNP.
3. Satisfactory completion of DNP project and formal paper.
4. Satisfactory completion of professional electronic portfolio.

Students who earn less than a "B" in a course will be required to repeat that course. A course may be repeated only once. Courses with a grade of "C" or less may not be applied toward the degree requirements. Students must maintain a 3.00 cumulative GPA at all times.

DOCTOR OF NURSING PRACTICE
TRACK: ADULT-GERONTOLOGY ACUTE CARE NURSE PRACTITIONER

Required Courses (69 semester hours):

NU 607	Advanced Nursing Assessment (3)
NU 613	Physio-Pathological Basis of Adv. Nursing (3)
NU 620	Pharmacology for Advanced Practice Nurses (3)
NU 668	Adv. Adult-Geron Acute NP I (3)
NU 669	Adv. Adult-Geron Acute NP Practicum I (1) (70 Clinical Simulation Hours)
NU 671	Health Promotion/Disease Prevention and Issues for AGANP (2)
NU 672	Adv. Adult-Geron Acute NP II (3)
NU 673	Adv. Adult-Geron Acute NP Practicum II (3) (210 Clinical Hours)
NU 674	Adv. Adult-Geron Acute NP III (3)
NU 675	Adv. Adult-Geron Acute NP Practicum III (3) (210 Clinical Hours)
NU 676	Adv. Adult-Geron Acute NP IV (3)
NU 677	Adv. Adult-Geron Acute NP Practicum IV (3) (210 Clinical Hours)
NU 702	Adv. Adult-Geron Acute NP Online Orientation (0)
NU 707	Scientific Underpinnings of Advanced Nursing Practice (3)
NU 708	Evidence-Based Practice and Quality Improvement in Healthcare (3)
NU 710	Health Care Policy and Finance (3)
NU 711	Biostatistics and Translating Evidence (3)
NU 712	Clinical Prevention & Population Health (3)
NU 713	Organizational and Systems Leadership for APN (3)
NU 715	Innovative Ldrshp and Collab in Healthcare (3)
NU 716	Interprofessional Health Care and Informatics (3)
ANP 796	AGANP Project Planning and Development (3)
ANP 797	AGANP Clinical Residency I (3) (210 Specialty Clinical Hours)
ANP 798	AGANP Clinical Residency II (3) (210 Specialty Clinical Hours)
ANP 799	AGANP Clinical Residency III (3) (210 Specialty Clinical Hours)

69 Graduate Semester Hours Required for this Degree

Note: An individual plan of study is provided from the Director of Student Services at time of admission.

**DOCTOR OF NURSING PRACTICE
TRACK: FAMILY NURSE PRACTITIONER**

Required Courses (69 semester hours):

NU 607	Advanced Nursing Assessment (3)
NU 613	Physio-pathological Basis of Adv. Nursing (3)
NU 620	Pharmacology for Advanced Practice Nurses (3)
NU 668	Adv. Family NP I (3)
NU 669	Adv. Family NP Practicum I (1) (70 Clinical Simulation Hours)
NU 671	Health Promotion/Disease Prevention and Issues for FNP (2)
NU 672	Adv. Family NP II (3)
NU 673	Adv. Family NP Practicum II (3) (210 Clinical Hours)
NU 674	Adv. Family NP III (3)
NU 675	Adv. Family NP Practicum III (3) (210 Clinical Hours)
NU 676	Adv. Family NP IV (3)
NU 677	Adv. Family NP Practicum IV (3) (210 Clinical Hours)
NU 702	Adv. Family NP Online Orientation (0)
NU 707	Scientific Underpinnings of Advanced Nursing Practice (3)
NU 708	Evidence-Based Practice and Quality Improvement in Healthcare (3)
NU 710	Health Care Policy and Finance (3)
NU 711	Biostatistics and Translating Evidence (3)
NU 712	Clinical Prevention and Population Health (3)
NU 713	Organizational and Systems Leadership for APN (3)
NU 715	Innovative Leadership and Collaboration in Healthcare (3)
NU 716	Interprofessional Health Care and Informatics (3)
FNP 796	FNP Project Planning and Development (3)
FNP 797	FNP Clinical Residency I (3) (210 Specialty Clinical Hours)
FNP 798	FNP Clinical Residency II (3) (210 Specialty Clinical Hours)
FNP 799	FNP Clinical Residency III (3) (210 Specialty Clinical Hours)

69 Graduate Semester Hours Required for this Degree

Note: An individual plan of study is provided from the Director of Student Services at time of admission.

**DOCTOR OF NURSING PRACTICE
TRACK: POST MASTER'S DNP**

Required Courses (36 semester hours):

NU 701	Post Master's DNP Orientation (0)
NU 707	Scientific Underpinnings of Advanced Nursing Practice (3)
NU 708	Evidence-Based Practice and Quality Improvement in Healthcare (3)
NU 710	Health Care Policy and Finance (3)
NU 711	Biostatistics and Translating Evidence (3)
NU 712	Clinical Prevention and Population Health (3)
NU 713	Organizational and Systems Leadership for APN (3)
NU 715	Innovative Leadership and Collaboration in Healthcare (3)
NU 716	Interprofessional Health Care and Informatics (3)
DNP 796	DNP Project Planning and Development (3)
DNP 797	DNP Clinical Residency I (3) (210 Specialty Clinical Hours)
DNP 798	DNP Clinical Residency II (3) (210 Specialty Clinical Hours)
DNP 799	DNP Clinical Residency III (3) (210 Specialty Clinical Hours)

36 Graduate Semester Hours Required for this Degree

Note: An individual plan of study is provided from the Director of Student Services at time of admission.

NURSING COURSES (NU)

The following courses are NU prefix core courses taken by DNP students in all tracks:

613. **Physio-Pathological Basis of Advanced Nursing (3).** The purpose of this course for the MSN/DNP student is to provide an analysis of pathophysiology in frequently encountered conditions across the lifespan and in special populations. The focus is to introduce pathophysiological theories and research as a basis for advanced nursing practice. The emphasis is an applied physiology and pathophysiology to enable advanced practice nurses to understand how and why the clinical manifestations of disease occur so that appropriate therapies can be selected.
707. **Scientific Underpinnings of Advanced Nursing Practice (3).** The purpose of this course for the MSN/DNP student is to explore the scientific underpinnings that define the nature of health and healthcare delivery and to provide the basis for practice at the highest level of nursing from a theoretical perspective. Conceptual models and theories reflecting synthesis of knowledge from nursing and other disciplines are evaluated. The structure and nature of current theoretical knowledge as a guide for advanced nursing practice at the patient, population or system level of care are explored.
708. **Evidence-Based Practice and Quality Improvement in Healthcare (3).** The purpose of this course is to provide the MSN/DNP student with the foundational components required for effective utilization of evidence-based practice within the scope of advanced nursing practice. The course focuses on the acquisition of evidence-based practice methods to critically appraise existing literature, synthesize, and implement the best evidence for practice. The course emphasis is on the application of quantitative, qualitative, and quality improvement methodologies to promote safe, effective care within healthcare systems.
710. **Health Care Policy and Finance (3).** The purpose of this course for the MSN/DNP student is to develop advanced nursing leaders who have the knowledge and skills to design, analyze, influence, and implement policies that frame health care financing practice regulation, access, safety, quality, and efficacy. The course focuses on major contextual factors and policy triggers that influence health policy making at various levels. Principles of finance, business, and health care economics will be presented. The course emphasis is on developing essential competencies in health care policy advocacy and health care financing.
711. **Biostatistics and Translating Evidence (3).** The purpose of this course for the MSN/DNP student is to provide the methodological basis for translating evidence into practice systems and to provide an overview of sources of data, data collection, data management, analysis, and evaluation of research findings, with a focus on biostatistical analysis as a base for evidence-based practice in nursing. Course concepts will include a variety of biostatistical analyses with the primary focus on correct interpretation and use of quantitative methods in advanced nursing practice.
712. **Clinical Prevention and Population Health (3).** The purpose of this course for the MSN/DNP student is to explore the complex issues surrounding population health at the local, regional, national, and global level. Students focus on current health issues and trends by utilizing foundation knowledge and theoretical approaches to identifying strategies to eliminate health disparities in diverse organizational cultures and select populations of interest. Students develop and evaluate approaches to health care delivery that address and support the needs of diverse populations while focusing on health promotion, illness prevention, quality/safety and diversity. Leading Health Indicators from Healthy People 2020 serve as a guide for the identification of at-risk groups and are incorporated into the completion of

projects geared toward improving the health of individuals, aggregates and populations.

- 713. Organizational and Systems Leadership for the Advanced Practice Nurse (APN) (3).** The purpose of this course for the MSN/DNP student is to explore the use of innovative leadership initiatives to build an organizational culture that will support the future of healthcare. Desirable attributes and traits of effective leaders in complex, ever-changing healthcare organizations are discussed. The ideas of organizational and systems leadership are appraised. Content assists students in identifying the knowledge, skills and abilities for successful transition as leaders in high reliability organizations. The importance of self-awareness and self-reflection are highlighted as a method of creating a culture of high performance with accountability. Effective communication techniques, successful conflict resolution and effective problem solving practices within high reliability organizations are explored. Emphasis is placed on shared governance, maximizing teamwork and inspiring team members to share in organizational visions and goals. Strategic planning is discussed as an avenue to measure leadership and organizational success.
- 715. Innovative Leadership and Collaboration in Healthcare (3).** The purpose of this course for the MSN/DNP student is to explore key concepts of innovative leadership as students develop an appreciation for the knowledge, skills and attributes required to engage teams in creative, evidence-based initiatives. In-depth exploration of the leader's primary role in successful organizational change is emphasized. Students cultivate the knowledge, skills and abilities to apply to authentic, innovative leadership to an identified practice issue. The ideas of collaborative partnerships and teamwork are explored as effective strategies to improve healthcare outcomes for individuals and aggregates. Organizational culture and the influence of values are closely examined as factors influencing successful change. Students discover the importance of effective communication, successful collaboration, and team building to the process of change. The idea of executing meaningful performance conversations is emphasized as a strategy for preparing the MSN/DNP student for advanced roles in leading change. Models of quality improvement and project planning, implementation, and evaluation are also examined.
- 716. Interprofessional Health Care and Informatics (3).** The purpose of this course is to prepare the MSN/DNP student to be proficient in the evaluation and use of technology and information systems appropriate to specialized areas of advanced nursing practice. The course focuses on information systems and current technology in the management of healthcare outcomes. Within the course, emphasis is placed on the use of information systems and technology based resources to support interprofessional and collaborative clinical and administrative decision making to transform healthcare.

FAMILY NURSE PRACTITIONER COURSES (FNP)

The following courses are FNP prefix courses taken by DNP students in the FNP track:

- 668. Advanced Family NP I (3).** The purpose of this course is to integrate basic knowledge of human anatomy and physiology with an understanding of the pathologic changes and clinical manifestations that characterize common, acute, chronic, and complex disorders in pediatric, adult, obstetric and geriatric clients. The focus of this course is on the development of critical thinking skills necessary to achieve direct care and core competencies of the family nurse practitioner. The

emphasis of this course is on the acquisition of the knowledge and skills necessary to deliver safe and effective care to pediatric, adult, obstetric and elderly populations.

669. **Advanced Family NP Practicum I (1).** The purpose of this course is to demonstrate management strategies and apply selected practice models for the delivery of high quality care to pediatric, adult, obstetric and elderly populations. The focus of this course is on the delivery of health care services to the family. The emphasis of this course is on promoting the progression of competence within the Advanced Practice Nursing role.
671. **Health Promotion/Disease Prevention and Issues for FNP (2).** The purpose of this course is to integrate prior theoretical and practical knowledge for diagnoses and management of health and illness pediatric, adult, obstetric and geriatric populations. The focus of this course is application of health promotion lifestyle changes, disease prevention concepts and genetic screening options in pediatric, adult, obstetric and geriatric populations. The emphasis of this course is to examine clinical preventive services and health promotion in pediatric, adult and geriatric populations.
672. **Advanced Family NP II (3).** The purpose of this course is to continue to integrate basic knowledge of human anatomy and physiology with an understanding of the pathologic changes and clinical manifestations that characterize common, acute, chronic, and complex disorders in pediatric, adult, obstetric and geriatric clients. The focus of this course is on the development of critical thinking skills necessary to achieve direct care and core competencies of the family nurse practitioner. The emphasis of this course is on the acquisition of the knowledge and skills necessary to deliver safe and effective care to pediatric, adult, obstetric and geriatric populations.
673. **Advanced Family NP Practicum II (3).** The purpose of this course is to prioritize management strategies and apply selected practice models of delivery of care to pediatric, adult, obstetric and geriatric populations. The focus of this course is to provide the student with opportunities to integrate in depth diagnostic and management skills to provide care for pediatrics, adult, obstetric, and geriatric populations. The emphasis of this course is on the formulation and management of individualized treatment plans based on diagnostic findings and current practice models.
674. **Advanced Family NP III (3).** The purpose of this course is to continue to integrate basic knowledge of human anatomy and physiology with an understanding of the pathologic changes and clinical manifestations that characterize common, acute, chronic, and complex disorders in pediatric, adult, obstetric and geriatric populations. The focus of this course is on the development of critical thinking skills necessary to achieve direct care and core competencies of the family nurse practitioner. The emphasis of this course is on the acquisition of the knowledge and skills necessary to deliver safe and effective care to pediatric, adult, obstetric and geriatric populations.
675. **Advanced Family NP Practicum III (3).** The purpose of this course is to continue to prioritize management strategies and apply selected practice models of delivery of care to pediatric, adult, obstetric and geriatric populations. The focus of this course is to provide the student with opportunities to integrate in depth diagnostic and management skills to provide care for pediatric, adult, obstetric and geriatric populations. The emphasis of this course is on the formulation and management of individualized treatment plans based on diagnostic findings and current practice models.

- 676. Advanced Family NP IV (3).** The purpose of this course is to continue to integrate basic knowledge of human anatomy and physiology with an understanding of the pathologic changes and clinical manifestations that characterize common, acute, chronic, and complex disorders in pediatric, adult, obstetric and geriatric clients. The focus of this course is on the development of critical thinking skills necessary to achieve direct care and core competencies of the family nurse practitioner. The emphasis of this course is on the acquisition of the knowledge and skills necessary to deliver safe and effective care to pediatric, adult, obstetric and geriatric populations.
- 677. Advanced Family NP Practicum IV (3).** The purpose of this course is to refine management strategies and best practice models in the delivery of high quality care to pediatric, adult, obstetric and geriatric populations. The focus of this course is to evaluate progress toward achievement of professional competencies. The emphasis is on incorporation of evidence and concepts from previous coursework and clinical practice to improve the health status of pediatric, adult, obstetric and geriatric populations.
- 796. DNP Project Planning and Development (3).** A seminar course designed to assist the student in selecting an area of interest within a practice specialization and in demonstrating professional competencies related to that area of interest. The student is expected to integrate knowledge, theory, and research to address the selected area of interest through project and portfolio development.
- 797. DNP Clinical Residency I (3).** The DNP Residency I is the first of three Clinical Residency courses that are considered a key component of the Doctor of Nursing Practice educational program. The purpose of this course is to combine clinical practice experiences with scholarly activities to provide in-depth learning for the student. The focus of this course is on the continued development and implementation of a practice-focused problem, issue or process that will be evaluated during the DNP Clinical Residency courses. The emphasis of this course is on the acquisition of knowledge and skills necessary to initiate the translation of evidence-based practice and clinical scholarship that is impacting the healthcare system, in order to decrease risk and improve health care outcomes for the population served.
- 798. DNP Clinical Residency II (3).** The DNP Residency II is the second of three Clinical Residency courses that are considered a key component of the Doctor of Nursing Practice educational program. The purpose of this course is to combine clinical practice experiences with scholarly activities to provide in-depth learning for the student. The focus of this course is on the continued development and implementation of a practice-focused problem, issue or process that is being evaluated during the DNP Clinical Residency courses. The emphasis of this course is on the acquisition of knowledge and skills necessary to continue the translation of evidence-based practice and clinical scholarship that is impacting the healthcare system, in order to decrease risk and improve health care outcomes for the population served.
- 799. DNP Residency III (3).** The DNP Residency III is the final Clinical Residency course that is considered a key component of the Doctor of Nursing Practice educational program. The purpose of this course is for the student to present and receive approval for the final Scholarly Project. The focus of this course is on the final development and implementation of a practice-focused problem, issue or process that was pursued during the DNP Clinical Residency courses. The emphasis of this course is on the acquisition of knowledge and skills necessary to continue the translation of evidence-based practice and clinical scholarship that is impacting the

healthcare system, in order to decrease risk and improve health care outcomes for the population served.

ADULT-GERONTOLOGY ACUTE CARE NURSE PRACTITIONER COURSES (ANP)

The following courses are ANP prefix courses taken by DNP students in the AGACNP track:

- 668. Advanced Adult-Geron Acute NP I (3).** The purpose of this course is to integrate basic knowledge of human anatomy and physiology with an understanding of the pathologic changes and clinical manifestations that characterize acute, chronic, and complex disorders in late adolescent, adult, and geriatric clients. The focus of this course is on the development of critical thinking skills necessary to achieve direct care and core competencies of the adult gerontology acute care nurse practitioner. The emphasis of this course is on the acquisition of the knowledge and skills necessary to deliver safe and effective care to late adolescent, adult, and geriatric populations.
- 669. Advanced Adult-Geron Acute NP Practicum I (1).** The purpose of this course is to demonstrate management strategies and apply selected practice models for the delivery of high quality care to late adolescent, adult, and geriatric clients. The focus of this course is on the delivery of health care services to the defined population. The emphasis of this course is on promoting the progression of competence within the Advanced Practice Nursing role.
- 671. Health Promotion/Disease Prevention and Issues for Adult-Geron Acute NP (2).** The purpose of this course is to integrate prior theoretical and practical knowledge for diagnosis and management of health and illness in late adolescent, adult, and geriatric clients. The focus of this course is application of health promotion lifestyle changes and disease prevention concepts for acute and chronic conditions affecting late adolescent, adult, and geriatric clients. The emphasis of this course is to identify needs and examine clinical preventive services and health promotion in the late adolescent, adult, and geriatric clients.
- 672. Advanced Adult-Geron Acute NP II (3).** The purpose of this course is to continue to integrate basic knowledge of human anatomy and physiology with an understanding of the pathologic changes and clinical manifestations that characterize acute, chronic, and complex disorders in late adolescent, adult, and geriatric clients. The focus of this course is on the development of critical thinking skills necessary to achieve direct care and core competencies of the adult gerontology acute care nurse practitioner. The emphasis of this course is on the acquisition of the knowledge and skills necessary to deliver safe and effective care to late adolescent, adult, and geriatric clients.
- 673. Advanced Adult-Geron Acute NP Practicum II (3).** The purpose of this course is to prioritize management strategies and apply selected practice models of delivery of care to late adolescent, adult, and geriatric clients. The focus of this course is to provide the student with opportunities to integrate in depth diagnostic and management skills to provide care for late adolescent, adult, and geriatric clients. The emphasis of this course is on the formulation and management of individualized treatment plans based on diagnostic findings and current practice models.
- 674. Advanced Adult-Geron Acute NP III (3).** The purpose of this course is to continue to integrate basic knowledge of human anatomy and physiology with an

- understanding of the pathologic changes and clinical manifestations that characterize acute, chronic, and complex disorders in late adolescent, adult, and geriatric clients. The focus of this course is on the development of critical thinking skills necessary to achieve direct care and core competencies of the adult gerontology acute care nurse practitioner. The emphasis of this course is on the acquisition of the knowledge and skills necessary to deliver safe and effective care to late adolescent, adult, and geriatric clients.
- 675. Advanced Adult-Geron Acute NP Practicum III (3).** The purpose of this course is to continue to prioritize management strategies and apply selected practice models of delivery of care to late adolescent, adult, and geriatric clients. The focus of this course is to provide the student with opportunities to integrate in depth diagnostic and management skills to provide care for late adolescent, adult, and geriatric clients. The emphasis of this course is on the formulation and management of individualized treatment plans based on diagnostic findings and current practice models.
- 676. Advanced Adult-Geron Acute NP IV (3).** The purpose of this course is to continue to integrate basic knowledge of human anatomy and physiology with an understanding of the pathologic changes and clinical manifestations that characterize acute, chronic, and complex disorders in late adolescent, adult, and geriatric clients. The focus of this course is on the development of critical thinking skills necessary to achieve direct care and core competencies of the adult gerontology acute care nurse practitioner. The emphasis of this course is on the acquisition of the knowledge and skills necessary to deliver safe and effective care to late adolescent, adult, and geriatric clients.
- 677. Advanced Adult-Geron Acute NP Practicum IV (3).** The purpose of this course is to refine management strategies and best practice models in the delivery of high quality care to late adolescent, adult, and geriatric clients. The focus of this course is to evaluate progress toward achievement of professional competencies. The emphasis is on incorporation of evidence and concepts from previous coursework and clinical practice to improve the health status and/or provide palliative care for late adolescent, adult, and geriatric clients.
- 796. DNP Project Planning and Development (3).** A seminar course designed to assist the student in selecting an area of interest within a practice specialization and in demonstrating professional competencies related to that area of interest. The student is expected to integrate knowledge, theory, and research to address the selected area of interest through project and portfolio development.
- 797. DNP Clinical Residency I (3).** The DNP Residency I is the first of three Clinical Residency courses that are considered a key component of the Doctor of Nursing Practice educational program. The purpose of this course is to combine clinical practice experiences with scholarly activities to provide in-depth learning for the student. The focus of this course is on the continued development and implementation of a practice-focused problem, issue or process that will be evaluated during the DNP Clinical Residency courses. The emphasis of this course is on the acquisition of knowledge and skills necessary to initiate the translation of evidence-based practice and clinical scholarship that is impacting the healthcare system, in order to decrease risk and improve health care outcomes for the population served.
- 798. DNP Clinical Residency II (3).** The DNP Residency II is the second of three Clinical Residency courses that are considered a key component of the Doctor of Nursing Practice educational program. The purpose of this course is to combine clinical practice experiences with scholarly activities to provide in-depth learning for the student. The focus of this course is on the continued development and

implementation of a practice-focused problem, issue or process that is being evaluated during the DNP Clinical Residency courses. The emphasis of this course is on the acquisition of knowledge and skills necessary to continue the translation of evidence-based practice and clinical scholarship that is impacting the healthcare system, in order to decrease risk and improve health care outcomes for the population served.

- 799. DNP Residency III (3).** The DNP Residency III is the final Clinical Residency course that is considered a key component of the Doctor of Nursing Practice educational program. The purpose of this course is for the student to present and receive approval for the final Scholarly Project. The focus of this course is on the final development and implementation of a practice-focused problem, issue or process that was pursued during the DNP Clinical Residency courses. The emphasis of this course is on the acquisition of knowledge and skills necessary to continue the translation of evidence-based practice and clinical scholarship that is impacting the healthcare system, in order to decrease risk and improve health care outcomes for the population served.

DOCTOR OF NURSING PRACTICE COURSES (DNP)

The following courses are for Post-Master's DNP students only:

- 796. DNP Project Planning and Development (3).** A seminar course designed to assist the student in selecting an area of interest within a practice specialization and in demonstrating professional competencies related to that area of interest. The student is expected to integrate knowledge, theory, and research to address the selected area of interest through project and portfolio development.
- 797. DNP Clinical Residency I (3).** The DNP Residency I is the first of three Clinical Residency courses that are considered a key component of the Doctor of Nursing Practice educational program. The purpose of this course is to combine clinical practice experiences with scholarly activities to provide in-depth learning for the student. The focus of this course is on the continued development and implementation of a practice-focused problem, issue or process that will be evaluated during the DNP Clinical Residency courses. The emphasis of this course is on the acquisition of knowledge and skills necessary to initiate the translation of evidence-based practice and clinical scholarship that is impacting the healthcare system, in order to decrease risk and improve health care outcomes for the population served.
- 798. DNP Clinical Residency II (3).** The DNP Residency II is the second of three Clinical Residency courses that are considered a key component of the Doctor of Nursing Practice educational program. The purpose of this course is to combine clinical practice experiences with scholarly activities to provide in-depth learning for the student. The focus of this course is on the continued development and implementation of a practice-focused problem, issue or process that is being evaluated during the DNP Clinical Residency courses. The emphasis of this course is on the acquisition of knowledge and skills necessary to continue the translation of evidence-based practice and clinical scholarship that is impacting the healthcare system, in order to decrease risk and improve health care outcomes for the population served.
- 799. DNP Residency III (3).** The DNP Residency III is the final Clinical Residency course that is considered a key component of the Doctor of Nursing Practice educational program. The purpose of this course is for the student to present and receive approval for the final Scholarly Project. The focus of this course is on the final

development and implementation of a practice-focused problem, issue or process that was pursued during the DNP Clinical Residency courses. The emphasis of this course is on the acquisition of knowledge and skills necessary to continue the translation of evidence-based practice and clinical scholarship that is impacting the healthcare system, in order to decrease risk and improve health care outcomes for the population served.

PHYSICS

The Department of Chemistry and Geosciences offers supporting courses for students majoring in secondary education with a teaching field in general science. Supporting courses are offered for the MSE and the EdS degrees. A graduate degree program is not offered in physics.

PHYSICS COURSES (PHS)

- 491G. Quantum Mechanics (3).** An extension of the investigation of quantum mechanics begun in PHS 301 to include the full mathematical development of the theory. Basic tools including linear operators and matrices will be used to explore physical systems.
- 492G. Advanced Quantum Mechanics (3).** Prerequisite: PHS 491G. A continuation of the investigation of quantum mechanics.
- 500. Physics for Teachers (3).** This course deals with basic concepts in physics for pre-service and in-service secondary education teachers. It covers contents, methods, and hands-on activities. Topics selected from classical mechanics, fluids, and thermodynamics.
- 501. Physics for Teachers (3).** This course deals with basic concepts in physics for pre-service and in-service secondary education teachers. It covers contents, methods, and hands-on activities. Topics selected from electricity, magnetism, and optics.
- 502. Physics for Teachers (3).** This course deals with basic concepts in physics for pre-service and in-service secondary education teachers. It covers contents, methods, and hands-on activities. Topics selected from modern physics, e.g., quantum physics, atomic physics, and nuclear physics.

POLITICAL SCIENCE

The Department of Political Science and Public Administration offers core courses and an area of concentration in political science within the Master of Public Administration (MPA) degree program and supporting courses for the Master of Arts with a major in liberal studies. For students majoring in secondary education with a teaching field in social science, supporting courses are offered for the Master of Science in Education and the Educational Specialist degrees.

For application materials required and admission requirements to the MPA with a major in public administration and a concentration in political science, please refer to the Public Administration section of this bulletin.

POLITICAL SCIENCE COURSES (PSC)

- 423G. American Foreign Policy (3).** Traces main streams of American foreign policy from the twentieth-century to the present. Major American foreign policy decisions are used in the analytical development of American foreign policy processes. The various influences upon foreign policy decision-making are identified and evaluated.
- 430G. Governments of Asia (3).** Examines the political systems and political cultures of Asia countries from Afghanistan to Southeast Asia, with major emphasis on India, China, and Japan.
- 431G. Comparative Politics (3).** An examination of the government and politics of a variety of different national states that includes the concepts, ideas, and analytical tools necessary to understand the structures and processes of different types of political systems. Covers western and non-western, developed and less developed, communist and post-communist, and newly industrializing countries. The impact of globalization is also examined.
- 432G. International Relations (3).** Background and basic principles of international politics with emphasis on the modern state system, nationalism, changes in international politics from World War II to the present, and domestic influences on foreign policy.
- 433G. Governments of Europe (3).** Prerequisite: PSC 100. Examines the political systems and political cultures of Europe with major emphasis on Great Britain, France, Germany, and Russia.
- 443G. Constitutional Law I (3).** Fundamental principles of U.S. Constitution and its development including powers of President and Congress, federalism, interstate commerce, and others; textbook and case method.
- 444G. Constitutional Law II (3).** Relationship between individual and government as revealed through constitutional law cases; civil liberties based on interpretation of Bill of Rights and Fourteenth Amendment; textbook and case method.
- 445G. Southern Politics (3).** An examination of the party system of the Southern states in terms of its origin, nature, distribution of power and impact on national politics.
- 447G. Politics and Public Opinion (3).** Forces affecting politics, public opinion, and elections in the U.S.; examines the election structure, as well as individual and group political participation.
- 450G. The American Executive (3).** Role and behavior of American executives at national, state, and local levels in the U.S. political system with emphasis on American presidency.

- 451G. Political Theory From the Ancients to 1700 (3).** Examines political thought from ancient Greece to Europe's Early Modern Era. An emphasis is placed on the historical-cultural context in which these theories developed, their influence on modern concepts, and the recurring patterns affecting the rise and fall of human societies and how they relate to the present.
- 452G. Modern Political Theory (3).** Examines the major trends in political thought from the Early Modern Era of the 1600's to the present with emphasis upon the development of classical (conservative) liberalism, progressive or new liberalism, socialism, Marxist communism, fascism, and national socialism.
- 454G. American Political Thought (3).** Principal ideas of leading political thinkers in America from colonial period to the present.
- 455G. Political Psychology (3).** This course is an overview of the interdisciplinary connection between political and psychological processes. The incorporation of political science and psychology might help in the understanding of why leaders behave as they do and why citizens support or oppose political leaders.
- 463G. National Security Affairs (3).** Examines theories and policies of national security with emphasis on United States defense policies. Emphasis is on the roles of executive, legislative, and nongovernmental actors. Topics include arms control, terrorism, military-civilian relations, manpower and weapons' acquisitions, strategic theory, and conflict resolution.
- 482G. Grantwriting (3).** This course is intended to give a clear understanding of the grant writing process. The process will begin with identification of worthy projects and end with submitting a final grant proposal. Taught with a "hands on" approach. Gives exposure to the grant writing process and peer review from start to finish.
- 493G. The Judicial Process (3).** Procedures involved in judicial process; attendance at actual court trials in the local area.
- 500. Foundations of Public Administration (3).** Explores the evolutionary process of American public administration with the intent of focusing on theoretical and applied contexts of contemporary public administration. Special attention is placed upon the role of administration as it applies to the legislative-executive relations (including accountability, transparency and responsibility in democratic administration), the role of administration in the policymaking process, the legal basis for public administration, and financial and personnel responsibilities of administrators in the public sector.
- 501. The Analysis of Policy (3).** An in-depth investigation of intergovernmental functions and major programs on the federal, state, and local levels of government, including modes of analysis, models of decision making, evaluation methods, styles of executive leadership, by employing examples of past and current policies.
- 502. Research Methods in Public Administration (3).** Social research methods and their application to public administration; examination of the role of social research in the analysis, interpretation and clarification of problems in public administration. (PSC 502 is cross-listed with CJ 502 and only one course may be counted for credit.)
- 504. Administrative Leadership and Ethics (3).** The effective application of major theoretical frameworks to diagnose organizations' ethical cultures and exercising the various principles of leadership when resolving ethical issues in order to institute organizational change.
- 512. Intergovernmental Relations (3).** Examines the development, institutions, processes, and problems of state and local government in the United States and their interaction with each other and with the federal government.
- 521. Administrative Law (3).** Legal principles and procedures involved in administration of government agencies.

531. **Public Personnel Administration (3).** Functions, procedures, and problems of personnel management at all levels of government.
532. **Public Finance Administration (3).** Collection, custody, and expenditure of public revenue, public borrowing and debt management, preparation and execution of the budget, and financial accountability for public spending.
540. **Organizational Theory and Bureaucratic Structures (3).** Designed to enhance the study of complex organizational structures and the behavior of individuals working within those organizations. Emphasis is placed on public institutions and the effects different organizational structures and behaviors have on public policy.
545. **Seminar in Public Administration (3).** Theories, or models, of administrative organization and behavior and examination of the relationship between public administration and political process.
546. **Diversity in the Workplace (3).** Examines how and why race, class, and gender differences inform and shape our legal and social structures and impact the legal decision-making process, social change and social institutions of modern American Society.
555. **Seminar in Comparative Public Administration (3).** Comparison of approaches to and problems associated with public administration in different nation types: western/ nonwestern; developed/underdeveloped; large/small; and open/closed.
- 583, 584. **Directed Studies in Political Science (3).** Permission of the instructor and approval of the department head. Requires in-depth research/study of specific topics under close supervision by the instructor. A letter grade will be assigned for this course.
- 585, 586. **Directed Studies in Public Administration (3) (3).** Prerequisites: Permission of the instructor and approval of the department head. An in-depth study of selected topics.
- 594, 595. **Legal Internship (3).** Permission of the instructor and approval of the department head. Supervised assignment in offices of area district attorneys, judges, or law firms. Minimum of 8 hours per week. Grade of Pass/Fail only.
- 597, 598. **Public Affairs Internship (3) (3).** (Grade of Pass or Fail only) Prerequisites: Permission of the instructor. Supervised assignment in office of an area public agency for a minimum of 112 hours during the student's last semester of course work.

PSYCHOLOGY

The Department of Psychology offers courses leading to the Master of Science degree in psychology. Included in the curriculum are a broad range of behaviorally focused courses. The purpose of this degree is to prepare students for careers in the application of behavior analytic techniques to the behavioral habilitation of diverse populations. The Behavior Analyst Certification Board® (<http://www.bacb.com/>) has approved the following course sequence as meeting the coursework requirements for eligibility to take the Board Certified Behavior Analyst Examination®: PSY 511, PSY 521, PSY 528, PSY 529, PSY 530, and PSY 538. Applicants will have to meet additional experience requirements to qualify.

APPLICATION MATERIALS REQUIRED FOR THE MASTER OF SCIENCE WITH A MAJOR IN PSYCHOLOGY

Applicants for the MS with a major in psychology must submit all of the following documentation to Graduate Admissions, Jacksonville State University, 700 Pelham Road North, Jacksonville, Alabama 36265-1602, to be considered for admission:

1. Completed JSU Graduate Application for Admission (available online at www.jsu.edu/graduate/admission/grad_app.html).
2. Non-refundable \$35.00 application processing fee.
3. Official transcripts from all colleges/universities with degrees posted. (Students who have previously attended JSU do not need to request a transcript from the university.)
4. Official scores on the General Test of the GRE taken within five years immediately preceding enrollment (www.gre.org).
5. Three Graduate Reference Forms completed by individuals who can provide qualitative assessment of the applicant's potential for success in graduate course work. Reference forms will be submitted electronically. Instructions for submission will be sent through email to the applicant upon submission of the online graduate application.
6. A curriculum vitae, including education, employment, and other applicable psychology-related experience/skills (e.g., practicum/research experience, presentations, publications).
7. Letter of intent describing reasons for pursuing a master's degree with a major in psychology at JSU.
8. If English is not the applicant's native language, the applicant is required to submit an official TOEFL score report, an IELTS score report or a PTE score report (please refer to page 25 of this bulletin).

See the Graduate Studies website for forms and fee information. All items must be sent to Graduate Admissions, Jacksonville State University, 700 Pelham Road North, Jacksonville, Alabama 36265-1602. **Applications are considered for admission for the fall semester only, and all materials must be received in Graduate Admissions by August 1. Applications received before April 15 will be given priority consideration. Applications completed after August 1 will be considered for admission in the fall semester of the following year.**

MINIMUM REQUIREMENTS FOR THE DEGREE

The Psychology Graduate Committee will evaluate each student's undergraduate coursework and experience to determine which foundation courses are required in addition to graduate coursework. Although grades achieved in undergraduate foundation courses will not be included in the computation of the graduate GPA, students must earn a grade of B or better in each foundation course if taken after completion of their bachelor's degree. Foundation courses must be completed during the first year of graduate study.

Undergraduate Foundation Courses:

PSY 201	Principles of Psychology
PSY 301	Research Methods and Statistics

Non-Thesis Option:

A minimum of 39 graduate semester hours of psychology courses, plus additional foundation courses for students without adequate undergraduate preparation; successful completion of a comprehensive examination; and a minimum grade point average of 3.00 on a 4.00 scale in all graduate coursework is required. The 39 graduate semester hours of psychology courses for the non-thesis option must include the following courses:

Seven Core Requirements (21 hours):

PSY 511	Conceptual Foundations of Behavior Analysis (3)
PSY 521	Functional Assessment (3)
PSY 528	Applied Behavior Analysis I (3)
PSY 529	Applied Behavior Analysis II (3)
PSY 530	Single-Subject Research Methods (3)
PSY 534	Experimental Analysis of Behavior (3)
PSY 538	Ethics and Professional Development (3)

Six Electives Courses (18 hours):

The remaining 18 hours are electives in psychology chosen from psychology graduate courses listed on the following pages and must meet the following requirements:

- Students must complete PSY 504 as an additional one credit elective and earn a grade of B or better if they have not taken PSY 221, Behavior Analysis Lab, or an equivalent laboratory course at the undergraduate level. If students have already received credit for this course at the undergraduate level, they may not enroll and receive graduate credit for it.
- Students must complete PSY 450G as an elective if they have not taken PSY 450, History and Systems of Psychology, or an equivalent course at the undergraduate level. If students have already received credit for these courses at the undergraduate level, they may not enroll and receive graduate credit for them.
- Only six hours in PSY 570-595 may count toward degree requirements.

39 Graduate Semester Hours Required for the Non-Thesis Option

Thesis Option:

A minimum of 39 graduate semester hours of psychology courses, plus additional foundation courses for student without adequate undergraduate preparation; successful completion of a thesis defense; and a minimum grade point average of 3.00 on a 4.00 scale in all graduate coursework is required. The 39 graduate semester hours of psychology courses for the thesis option must include the following courses:

Seven Core Requirements (21 hours):

PSY 511	Conceptual Foundations of Behavior Analysis (3)
PSY 521	Functional Assessment (3)
PSY 528	Applied Behavior Analysis I (3)
PSY 529	Applied Behavior Analysis II (3)
PSY 530	Single-Subject Research Methods (3)
PSY 534	Experimental Analysis of Behavior (3)
PSY 538	Ethics and Professional Development (3)

Four Elective Courses (12 hours):

The remaining 12 hours are electives in psychology chosen from psychology graduate courses listed on the following pages and must meet the following requirements:

- Students must complete PSY 504 as an additional one credit elective and earn a grade of B or better if they have not taken PSY 221, Behavior Analysis Lab, or an equivalent laboratory course at the undergraduate level. If students have already received credit for this course at the undergraduate level, they may not enroll and receive graduate credit for it.
- Students must complete PSY 450G as an elective if they have not taken PSY 450, History and Systems of Psychology, or an equivalent course at the undergraduate level. If students have already received credit for this course at the undergraduate level, they may not enroll and receive graduate credit for it.
- Completion of PSY 570-595 will not count towards degree requirements for student completing the thesis option.
- The student must meet with the graduate office to receive an orientation to the thesis process and graduate forms that require completion when the student is prepared to register for the first three hours of thesis. The student must meet with the graduate office within the first two weeks of the semester the student plans to defend the thesis and graduate. The graduate office will review deadlines for submission of copies of the thesis to the graduate office and discuss other details relative to the completion of the thesis. See Thesis Options and Procedures on page 43 of this bulletin.

PSY 599, Thesis I and II (6 hours)**39 Graduate Semester Hours Required for Thesis Option**

PLAN OF STUDY

FIRST YEAR

Fall	Spring	Summer
PSY 511.....3	PSY 529.....3	PSY 538.....3
PSY 521.....3	PSY 530.....3	
PSY 528.....3	PSY 534.....3	
9	9	

SECOND YEAR

Fall	Spring
Electives.....9	Electives.....9

PSYCHOLOGY COURSES (PSY)

- 450G. History and Systems of Psychology (3).** Examines the historical evolution of modern psychology and the conceptual systems which have been developed.
- 504. Graduate Behavior Analysis Lab (1).** Stresses the skills involved in specifying, observing, and consequencing behavior and teaches the standard techniques of behavioral laboratories.
- 511. Conceptual Foundations of Behavior Analysis (3).** Issues underlying the acquisition, conceptualization, and understanding of valid knowledge in psychology, including the design, implementation, and interpretation of research.
- 521. Functional Assessment (3).** The strategies and ethics of functional assessment are presented in the larger context of behavioral assessment. Research articles relevant to indirect, descriptive, and experimental functional assessment approaches and assessment-based interventions are reviewed.
- 528. Applied Behavior Analysis I (3).** Prerequisite or corequisite: PSY 221 or PSY 504. An introduction to and examination of the theory, principles, and methods of modern applied behavior analysis.
- 529. Applied Behavior Analysis II (3).** Prerequisites: PSY 221 or PSY 504 and PSY 528. Diverse populations commonly served by applied behavior analysts (e.g., substance abuse, autism, traumatic brain injury) are examined with respect to their prevalence, defining characteristics, etiology, and current research trends. The potential for the use of applied behavior analysis in underserved populations is also discussed.
- 530. Single-Subject Research Methods (3).** Prerequisites: PSY 221 or PSY 504 and PSY 528. Examination of the strategies and tactics used in single-subject research to implement socially important behavior change.
- 534. Experimental Analysis of Behavior (3).** Prerequisite: PSY 511. A development of the paradigmatic framework of the experimental analysis of behavior, and an examination of the research and resulting body of knowledge provided by that analytical approach.
- 538. Ethics and Professional Development (3).** Prerequisites: PSY 530 and PSY 534. Discussion of ethical guidelines and professional skills pertinent to research and practice in behavior analysis.
- 540. Analysis of Child Development (3).** Prerequisites: Completion of 12 semester hours of core psychology graduate courses including PSY 530 and PSY 534. The behavior-analytic view of child development is compared and contrasted with other systems for understanding development (e.g., Piagetian theory). Students review and

- critically evaluate current and seminal literature related to several developmental domains (e.g., motor, language, social).
- 541. Verbal Behavior (3).** Prerequisites: PSY 530 and PSY 534. The conceptual foundation, empirical basis, and practical application of verbal behavior are surveyed.
- 544. Behavior Analysis in Intellectual and Developmental Disabilities (3).** Prerequisites: PSY 530 and 534. Discussion of important literature relevant to the use of applied behavior analytic principles and methods for studying and treating problems related to intellectual and developmental disabilities (IDD).
- 545. Social Behavior (3).** Prerequisites: PSY 530 and PSY 534 or equivalent. Introduction to behavior within a social context with a focus on classic and contemporary studies of social influence, group processes, persuasion, and prosocial behavior, as well as their real-world applications.
- 548. Psychology of Aging (3).** Prerequisites: PSY 530 and PSY 534. A survey of topics pertaining to the study of older adults and processes of aging, with emphases on neuropsychological, cognitive, and social development.
- 551, 552, 553, 554. Seminar in Contemporary Topics (3)(3)(3)(3).** Prerequisites: PSY 530 and PSY 534. Various topics covering real-world applications of contemporary topics in psychology.
- 555. Behavior Analytic Approaches to Instruction (3).** Prerequisites: PSY 530 and PSY 534. Behavior analytic approaches to teaching, including programmed instruction, direct instruction, personalized systems of instruction, precision teaching, and curriculum-based measurement, are examined in addition to a review of general classroom behavior management strategies.
- 563. Behavior Therapy (3).** Prerequisites: PSY 530 and PSY 534. Principles of respondent conditioning and operant-respondent interactions, with special emphasis on practical applications of these principles. Examples include drug abuse, depression, stress, weight control, sexual disorders, anxiety disorders, and superstitions.
- 566. Impulsivity and Self-Control (3).** Prerequisite: PSY 530 and PSY 534. The conceptual, experimental, and economic analysis of impulsivity and self-control in both human and non-human animals.
- 570, 571. Instructional Practicum (3)(3).** Prerequisites: Approval of the instructor. Application of psychological principles in educational settings such as undergraduate courses. Responsibilities could include lab assistantship tasks including mentoring of students, presentation of course work, organization of class materials, etc. under the supervision of a faculty member.
- 579, 580, 581. Applied Behavior Analysis Practicum (3)(3)(3).** Prerequisites: Approval of the instructor. Practice of behavior analysis in applied settings such as habilitation of individuals with developmental disabilities, modification of behavior in schools, and improvement of organization performance.
- 592, 593. Independent Research (3)(3).** Prerequisites: Approval of the instructor. Students will conduct supervised research projects chosen in coordination with their supervisor.
- 594, 595. Independent Readings (3)(3).** Prerequisites: Approval of the instructor. Independent readings will normally include content not offered in regularly scheduled classes.
- 599. Thesis (3)(3).** (Grade of Pass or Fail only) Prerequisites: Approval of the instructor. Design and conduct an empirical research study, topic to be chosen in coordination with thesis committee chair, resulting in a written thesis to be defended before the

student's thesis committee. See Thesis Options and Procedures on page 43 of this bulletin.

PUBLIC ADMINISTRATION

The mission of Jacksonville State University's MPA Program is to provide a diverse student population with the knowledge and core competencies to become effective public administrators. Through the use of a standardized public administration curriculum and interdisciplinary cooperation, our program is able to prepare students for leadership roles in a variety of public and non-profit organizations. Utilizing traditional classroom and on-line formats, our program is able to provide quality graduate education that promotes the values and ideals of public service to all students.

Applicants to the MPA with a major in public administration must select one of the following concentrations: administrative management, criminal justice, education, emergency management, environmental science management, geographical information systems, or political science.

Deadline dates for application and receipt of all required application materials for the MPA degree are: **November 1 for spring semester admission, April 1 for summer semester admission, and July 1 for fall semester admission.**

APPLICATION MATERIALS REQUIRED FOR THE MPA

Applicants for the MPA must submit all of the following documentation to Graduate Admissions, Jacksonville State University, 700 Pelham Road North, Jacksonville, Alabama 36265-1602, to be considered for admission:

1. Completed JSU Graduate Application for Admission (available online at www.jsu.edu/graduate/admission/grad_app.html).
2. Non-refundable \$35.00 application processing fee.
3. Official transcripts from all colleges/universities with degrees posted. (Students who have previously attended JSU do not need to request a transcript from the university.)
4. Official test scores on the GMAT, the General Test of the GRE, or the MAT (please refer to pages 17-18 of this bulletin).
5. Three Graduate Reference Forms completed by individuals who can provide qualitative assessment of the applicant's potential for success in graduate course work. Reference forms will be submitted electronically. Instructions for submission will be sent through email to the applicant upon submission of the online graduate application.
6. A statement of purpose/interest that shows why the MPA degree is important to the applicant, what the applicant will bring to the program, and how the degree will benefit the applicant's career aspirations.
7. A professional resume, including academic history, employment, and voluntary/community work. Students who have one year or more of administrative experience working for a federal, state, or local government, or a nonprofit organization must include this experience on their resumes and include a letter from the federal, state, or local government, or nonprofit organization employer in order to be exempt from the internship requirement of this degree. The employer's letter must state the dates of employment as well as the student's main responsibilities while employed within the organization. Students lacking substantial prior administrative experience in government or nonprofit

organizations must register for three semester hours of internship credit (PSC 597, Public Affairs Internship, during their last semester of course work), successfully complete their internship responsibilities in a government (federal, state, or local) or nonprofit organization, and receive a passing grade for PSC 597. Students who receive an internship waiver (based on administrative experience as discussed earlier) will take a public administration course elective in lieu of PSC 597, Public Affairs Internship, by advisement.

8. If English is not the applicant's native language, the applicant is required to submit an official TOEFL score report, an IELTS score report, or a PTE score report (please refer to page 25 of this bulletin).

ADMISSION REQUIREMENTS TO THE MPA

Applicants who meet the general admission requirements to graduate studies are eligible for admission to the MPA. A particular undergraduate major is not specified for admission to this program.

Applicants must meet one of the following admission formula requirements. For purposes of computing the undergraduate GPA, a 4.00 grade point scale is used. The plus (+) and minus (-) grades from undergraduate transcripts are not used in calculating the GPA. Please use the following concordance tables when figuring your formula. GRE Verbal and Quantitative Concordance Tables http://www.ets.org/s/gre/pdf/concordance_information.pdf; MAT Scaled Score Conversions <http://www.csustan.edu/advstd/mat.html>.

Unconditional Admission

200 times the undergraduate GPA on the undergraduate degree plus the GMAT is equal to or greater than a total of 850 points;

OR

450 times the undergraduate GPA plus the total score of verbal and quantitative sections of the General Test of the GRE is equal to or greater than a total of 1900 points;

OR

15 times the undergraduate GPA plus the MAT score is equal to or greater than a total of 80 points.

Conditional Admission

Any applicant failing to meet the requirements for unconditional admission may be conditionally admitted with the recommendation of the graduate faculty in the applicant's major and approval of the Director of Graduate Studies.

Applicants who are granted conditional admission must achieve a GPA of at least 3.00 on the first 12 graduate hours attempted within a twelve-month time frame. Failure to meet these conditions will result in the student being dropped from graduate studies.

MINIMUM REQUIREMENTS FOR THE MPA DEGREE

A total of 39 semester hours is required for most concentrations; an exception is Education which requires 40 semester hours. The student must complete a total of 27 semester hours in required public administration courses (which includes an internship if a waiver is not granted for prior administrative experience); 12 semester hours (13 hours for Education) in a concentration from one of the following fields: administrative management, criminal justice, education, emergency management, environmental science management, geographical information systems, or political science; and if an internship is not required, then the student will take a three semester hour public administration course elective by advisement. Regarding the internship requirement, all degree candidates lacking at least one year of prior administrative experience in a government or nonprofit organization must register for three semester hours of internship credit (PSC 597, Public Affairs Internship—which requires 112 hours of work in the student’s internship area), successfully complete the internship responsibilities in a government (federal, state, or local) or nonprofit organization, and receive a passing grade for PSC 597. In addition, students who need to take PSC 597, Public Affairs Internship, must enroll in the course during their last semester of coursework. Students who have at least one year of prior administrative experience with a government or nonprofit organization when they submit their application for admission consideration to the MPA program may request a waiver of the internship requirement. If a student is working with a government or nonprofit organization during their time in the program and will have the requisite one year administrative experience prior to his or her last semester of course work, the student may submit a letter from his/her employer on agency letterhead to the MPA Program Director stating the time frame the student has worked for the organization and the student’s primary duties. Once the letter is received, an internship waiver will be considered. The approval authority for the internship waiver is the MPA Program Director. The overall goal of the internship requirement is to ensure that all MPA students have prior administrative experience working for a government or nonprofit organization which allows the MPA student exposure to the public sector and public sector values prior to the awarding of the MPA degree.

Required Public Administration Courses (27 semester hours):

PSC 500	Foundations of Public Administration (3) (Taken within the first two semesters.)
PSC 501	The Analysis of Policy (3)
PSC 502	Research Methods in Public Administration (3) (Taken within the first two semesters.)
PSC 504	Administrative Leadership and Ethics (3)
PSC 531	Public Personnel Administration (3)
PSC 532	Public Finance Administration (3)
PSC 540	Organizational Theory and Bureaucratic Structures (3)
PSC 546	Diversity in the Workplace (3)
PSC 597	Public Affairs Internship (3) (If required—if not then the student will take a three semester hour public administration elective course by advisement.)

Concentration in One of the Following Fields of Study:

Administrative Management: 12 required semester hours

or

Criminal Justice: 12 semester hours by advisement
or
Education: 13 required semester hours
or
Emergency Management: 12 required semester hours
or
Environmental Science Management: 12 required semester hours
or
Geographical Information Systems: 12 required semester hours
or
Political Science: 12 semester hours by advisement

39-40 Graduate Semester Hours Required for this Degree

Notes:

To reiterate, a student who is not required to take PSC 597, Public Affairs Internship, will take an additional three semester hour public administration course by advisement with his or her primary public administration advisor in order to complete the 39-40 semester hours.

Course descriptions for the public administration courses are provided in the Political Science section of this bulletin.

Course descriptions for the concentration courses are provided in the various program sections of this bulletin.

**MASTER OF PUBLIC ADMINISTRATION
MAJOR: PUBLIC ADMINISTRATION
CONCENTRATION: ADMINISTRATIVE MANAGEMENT**

The School of Business and Industry offers an area of concentration in administrative management within the MPA degree program. Please refer to pages 303-306 of this bulletin for required application materials and admission requirements for this program.

REQUIRED COURSES

A total of 39 semester hours is required for the degree. The student must complete 27 semester hours in required public administration courses (which includes an internship if a waiver is not granted for prior administrative experience) and 12 semester hours in the Administrative Management concentration.

Required Public Administration Courses (27 semester hours):

PSC 500	Foundations of Public Administration (3) (Taken within the first two semesters.)
PSC 501	The Analysis of Policy (3)
PSC 502	Research Methods in Public Administration (3) (Taken within the first two semesters.)
PSC 504	Administrative Leadership and Ethics (3)
PSC 531	Public Personnel Administration (3)
PSC 532	Public Finance Administration (3)
PSC 540	Organizational Theory and Bureaucratic Structures (3)
PSC 546	Diversity in the Workplace (3)
PSC 597	Public Affairs Internship (3) (If required—if not, then the student will take a three semester hour public administration elective course by advisement.)

The student must complete 12 semester hours of required Administrative Management concentration courses listed below:

MGT 504	Organization and Administration (3)
MGT 537	Business Leadership (3)
BA 501	Organizational Communication (3)
	Administrative Management course by advisement (3)

The remaining Administrative Management required course, as noted above, will be selected from any of the School of Business and Industry classes for which the student has met all prerequisites. This will be determined for each student based on interaction with their Administrative Management concentration advisor.

39 Graduate Semester Hours Required for this Degree

Notes:

1. Course descriptions for the Administrative Management concentration courses are provided in the Business Administration section of this bulletin.
2. Course descriptions for the Public Administration courses are provided in the Political Science section of this bulletin.

**MASTER OF PUBLIC ADMINISTRATION
MAJOR: PUBLIC ADMINISTRATION
CONCENTRATION: CRIMINAL JUSTICE**

The Department of Criminal Justice offers an area of concentration in criminal justice within the MPA degree program. Please refer to pages 303-306 of this bulletin for required application materials and admission requirements for this program.

REQUIRED COURSES

A total of 39 semester hours is required for the degree. The student must complete 27 semester hours in required public administration courses (which includes an internship if a waiver is not granted for prior administrative experience) and 12 semester hours in the Criminal Justice concentration.

Required Public Administration Courses (27 semester hours):

PSC 500	Foundations of Public Administration (3) (Taken within the first two semesters.)
PSC 501	The Analysis of Policy (3)
PSC 502	Research Methods in Public Administration (3) (Taken within the first two semesters.)
PSC 504	Administrative Leadership and Ethics (3)
PSC 531	Public Personnel Administration (3)
PSC 532	Public Finance Administration (3)
PSC 540	Organizational Theory and Bureaucratic Structures (3)
PSC 546	Diversity in the Workplace (3)
PSC 597	Public Affairs Internship (3) (If required – if not, then the student will take a three semester hour public administration elective course by advisement.)

The student must complete the 12 semester hours of required Criminal Justice concentration courses listed below:

CJ 500	Contemporary Criminal Justice Issues (3)
CJ 507	Legal Issues (3)
CJ 509	Criminal Justice Planning and Evaluation (3)
	Criminal Justice course by advisement (3)

39 Graduate Semester Hours Required for this Degree

Notes:

1. Course descriptions for the Criminal Justice concentration courses are provided in the Criminal Justice section of this bulletin.
2. Course descriptions for the Public Administration courses are provided in the Political Science section of this bulletin.

**MASTER OF PUBLIC ADMINISTRATION
MAJOR: PUBLIC ADMINISTRATION
CONCENTRATION: EDUCATION**

The School of Education offers an area of concentration in Education within the MPA degree program. Please refer to pages 303-306 of this bulletin for required application materials and admission requirements for this program.

REQUIRED COURSES

A total of 40 semester hours is required for the degree. The student must complete 27 semester hours in required public administration courses (which includes an internship if a waiver is not granted for prior administrative experience) and 13 semester hours in the Education concentration.

Required Public Administration Courses (27 semester hours):

PSC 500	Foundations of Public Administration (3) (Taken during the first semester.)
PSC 501	The Analysis of Policy (3)
PSC 502	Research Methods in Public Administration (3)
PSC 504	Administrative Leadership and Ethics (3)
PSC 531	Public Personnel Administration (3)
PSC 532	Public Finance Administration (3)
PSC 540	Organizational Theory and Bureaucratic Structures (3)
PSC 546	Diversity in the Workplace (3)
PSC 597	Public Affairs Internship (3) (If required – if not, then the student will take a three semester hour public administration elective course by advisement.)

The student must complete the 13 semester hours of required Education concentration courses listed below:

*ED 500	Introduction to Graduate Education and Technology (1) (Discipline specific section required first semester of enrollment.)
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Choose *four* courses from the five courses listed below:

EFD 500	Research in Education (3)
EFD 531	Philosophy of Education (3)
EFD 532	Social Foundations of Education (3)
EFD 560	Psychological Principles of Learning (3)
EIM 503	Computer-Based Instructional Technologies (3)

40* Graduate Semester Hours Required for this Degree

Notes:

1. *If a graduate student has not completed ED 500 (discipline specific section), the student must complete this course as a corequisite for the first semester of enrollment in Education courses.

2. Students who register for courses in the School of Education are required to purchase College LiveText. College LiveText Education Solutions is a complete development, management, and assessment solution specifically designed for colleges and universities. Additional information on College LiveText can be obtained at <http://www.livetext.com>.
3. Course descriptions for the Education concentration courses are provided in the Education section of this bulletin.
4. Course descriptions for the Public Administration courses are provided in the Political Science section of this bulletin.

**MASTER OF PUBLIC ADMINISTRATION
MAJOR: PUBLIC ADMINISTRATION
CONCENTRATION: EMERGENCY MANAGEMENT**

The Department of Emergency Management offers an area of concentration in emergency management within the MPA degree program. Please refer to pages 303-306 of this bulletin for required application materials and admission requirements for this program.

The Department of Emergency Management also offers courses for the Master of Science (MS) with a major in emergency management. Please refer to the Emergency Management section of this bulletin for required application materials and admission requirements for this program.

A graduate certificate in emergency management is also available for non-degree students who wish to specialize in the area of emergency management. Please refer to the Emergency Management section of this bulletin for requirements for the graduate certificate in emergency management.

REQUIRED COURSES

A total of 39 semester hours is required for the degree. The student must complete 27 semester hours in required public administration courses (which includes an internship if a waiver is not granted for prior administrative experience) and 12 semester hours in the Emergency Management concentration.

Required Public Administration Courses (27 semester hours):

PSC 500	Foundations of Public Administration (3) (Taken within the first two semesters.)
PSC 501	The Analysis of Policy (3)
PSC 502	Research Methods in Public Administration (3) (Taken within the first two semesters.)
PSC 504	Administrative Leadership and Ethics (3)
PSC 531	Public Personnel Administration (3)
PSC 532	Public Finance Administration (3)
PSC 540	Organizational Theory and Bureaucratic Structures (3)
PSC 546	Diversity in the Workplace (3)
PSC 597	Public Affairs Internship (3) (If required—if not, then the student will take a three semester hour public administration elective course by advisement.)

The student must complete the 12 semester hours of required Emergency Management concentration courses listed below:

EM 505	Foundations of Emergency Management (3)
EM 590	Capstone in Emergency Management (3)

Choose *two* courses from the four courses listed below:

EM 525	Disaster Recovery (3)
EM 540	Hazard Mitigation (3)
EM 545	Emergency Preparedness (3)
EM 555	Disaster Response (3)

39 Graduate Semester Hours Required for this Degree

Notes:

1. Course descriptions for the Emergency Management concentration courses are provided in the Emergency Management section of this bulletin.
2. Course descriptions for the Public Administration courses are provided in the Political Science section of this bulletin.

**MASTER OF PUBLIC ADMINISTRATION
MAJOR: PUBLIC ADMINISTRATION
CONCENTRATION: ENVIRONMENTAL SCIENCE MANAGEMENT**

The Department of Chemistry and Geosciences offers an area of concentration in environmental science management within the MPA degree program. Please refer to pages 303-306 of this bulletin for required application materials and admission requirements for this program.

A graduate certificate in environmental science management is also available for non-degree students who wish to specialize in the area of environmental science management. Please refer to the Environmental Science Management section of this bulletin for requirements for the graduate certificate in environmental science management.

REQUIRED COURSES

A total of 39 semester hours is required for the degree. The student must complete 27 semester hours in required public administration courses (which includes an internship if a waiver is not granted for prior administrative experience) and 12 semester hours in the Environmental Science Management concentration.

Required Public Administration Courses (27 semester hours):

PSC 500	Foundations of Public Administration (3) (Taken within the first two semesters.)
PSC 501	The Analysis of Policy (3)
PSC 502	Research Methods in Public Administration (3) (Taken within the first two semesters.)
PSC 504	Administrative Leadership and Ethics (3)
PSC 531	Public Personnel Administration (3)
PSC 532	Public Finance Administration (3)
PSC 540	Organizational Theory and Bureaucratic Structures (3)
PSC 546	Diversity in the Workplace (3)
PSC 597	Public Affairs Internship (3) (If required—if not, then the student will take a three semester hour public administration elective course by advisement.)

The student must complete 12 semester hours (four courses) from the list below:

ESC 490G	Environmental Auditing (3)
ESC 495G	Risk Analysis (3)
ESC 496G	Watershed Management (3)
ESC 510	Environmental Laws and Regulations (3)
ESC 535	Integrated Waste Management (3)

39 Graduate Semester Hours Required for this Degree

Notes:

1. Course descriptions for the Environmental Science Management concentration courses are provided in the Environmental Science Management section of this bulletin.
2. Course descriptions for the Public Administration courses are provided in the Political Science section of this bulletin.

**MASTER OF PUBLIC ADMINISTRATION
MAJOR: PUBLIC ADMINISTRATION
CONCENTRATION: GEOGRAPHICAL INFORMATION SYSTEMS (GIS)**

The Department of Chemistry and Geosciences offers an area of concentration in geographical information systems (GIS) within the MPA degree program. Please refer to pages 303-306 of this bulletin for required application materials and admission requirements for this program.

A graduate certificate in GIS is also available for non-degree students who wish to gain expertise in GIS. Please refer to the Geographical Information Systems section of this bulletin for requirements for the graduate certificate in geographical information systems.

REQUIRED COURSES

A total of 39 semester hours is required for the degree. The student must complete 27 semester hours in required public administration courses (which includes an internship if a waiver is not granted for prior administrative experience) and 12 semester hours in the GIS concentration.

Required Public Administration Courses (27 semester hours):

PSC 500	Foundations of Public Administration (3) (Taken within the first two semesters.)
PSC 501	The Analysis of Policy (3)
PSC 502	Research Methods in Public Administration (3) (Taken within the first two semesters.)
PSC 504	Administrative Leadership and Ethics (3)
PSC 531	Public Personnel Administration (3)
PSC 532	Public Finance Administration (3)
PSC 540	Organizational Theory and Bureaucratic Structures (3)
PSC 546	Diversity in the Workplace (3)
PSC 597	Public Affairs Internship (3) (If required – if not, then the student will take a three semester hour public administration elective course by advisement.)

The student must complete the 12 semester hours of required GIS courses listed below:

GY 455G	Organization and Management of Spatial Systems (3)
GY 456G	Spatial Data Layout and Design (3)
GY 459G	Spatial Data Collection and Management (3)
GIS 580	Directed Research (3)

39 Graduate Semester Hours Required for this Degree

Notes:

1. Students who have not had undergraduate courses in GIS, or no prior experience in GIS using ESRI software, are required to complete GIS 510 as a prerequisite for the required courses.
2. Course descriptions for the Geographical Information Systems (GIS) concentration courses are provided in the Geographical Information Systems section of this bulletin.
3. Course descriptions of the Public Administration courses are provided in the Political Science section of this bulletin.

**MASTER OF PUBLIC ADMINISTRATION
MAJOR: PUBLIC ADMINISTRATION
CONCENTRATION: POLITICAL SCIENCE**

The Department of Political Science and Public Administration offers an area of concentration in political science within the MPA degree program. Please refer to the pages 303-306 of this bulletin for required application materials and admission requirements for this program.

REQUIRED COURSES

A total of 39 semester hours is required for the degree. The student must complete 27 semester hours in required public administration courses (which includes an internship if a waiver is not granted for prior administrative experience) and 12 semester hours in the Political Science concentration.

Required Public Administration Courses (27 semester hours):

PSC 500	Foundations of Public Administration (3) (Taken within the first two semesters.)
PSC 501	The Analysis of Policy (3)
PSC 502	Research Methods in Public Administration (3) (Taken within the first two semesters.)
PSC 504	Administrative Leadership and Ethics (3)
PSC 531	Public Personnel Administration (3)
PSC 532	Public Finance Administration (3)
PSC 540	Organizational Theory and Bureaucratic Structures (3)
PSC 546	Diversity in the Workplace (3)
PSC 597	Public Affairs Internship (3) (If required – if not, then the student will take a three semester hour public administration elective course by advisement.)

The student must complete 12 semester hours of required Political Science concentration courses listed below:

PSC 450G	The American Executive (3)
PSC 512	Intergovernmental Relations (3)
PSC 521	Administrative Law (3)
	Political Science course by advisement (3)

The remaining graduate course (as noted above) will be selected from any of the political science classes for which students have met all prerequisites. This will be determined for each student based on interaction with their Political Science concentration advisor or the MPA Director.

39 Graduate Semester Hours Required for this Degree

See notes on next page.

Notes:

1. Course descriptions for the Political Science concentration courses are provided in the Political Science section of this bulletin.
2. Course descriptions for the Public Administration courses are provided in the Political Science section of this bulletin.

UNIVERSITY ADMINISTRATION

John M. Beehler, B.S., M.B.A., Ph.D..... President

Rebecca O. Turner, B.A., M.S.W., D.S.W. Provost and Vice President
for Academic Affairs

Ashok Roy, B.B., B.L., M.A., MSE., M.S., PhD Vice President for Finance
and Administration/CFO

Charles R. Lewis, B.S., M.S., Ph.D..... Vice President for University Advancement

Timothy B. King, B.A., M.S., Ph.D. Vice President for Student Affairs

Greg Seitz, B.S..... Athletics Director

Don Killingsworth, B.S., M.S., Ed.D. Director of Government Relations

Sam Monk, B.A., J.D. University Counsel

James Brigham, B.B.A., M.S. Chief Operations, Strategy and Audit Officer

ACADEMIC ADMINISTRATION

William T. Fielding, B.S., M.B.A., Ph.D..... Dean, School of Business and Industry

John-Bauer Graham, B.A., M.A., M.L.I.S. Dean, Library Services

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Maureen Newton, B.S., M.S.W., Ph.D. Dean, School of Human Services
and Social Sciences

Lori J. Owens, B.A., M.A., Ph.D. Interim Dean, School of Arts and Humanities

Christie Shelton, B.S.N., M.S.N., Ph.D. Dean, School of Health Professions and Wellness

Tommy E. Turner, B.A., M.A., M.Div., Ph.D. Dean, School of Education

EMERITI FACULTY AND ADMINISTRATORS

Abercrombie, Jerald, B.S., M.S., Ph.D.....	Professor Emeritus
Adams, Kenneth, A.B., Ph.D.	Professor Emeritus
Akers, Ron T., B.S., M.A., Ed.D.	Professor Emeritus
Allen, James B., Jr., B.S., M.S., M.Ed., Ph.D.	Associate Professor Emeritus
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Armstrong, Richard, B. A., M.M., Ph.D.	Professor Emeritus
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Aveni, Adrian, A.B., M.S., Ph.D.....	Assistant Professor Emeritus
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Bennett, Veldon J., B.A., M.A., Ph.D.....	Department Head Emeritus
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Boydston, Rita C., B.S., M.S.Ed., Ph.D.....	Associate Professor Emerita
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Childress, David T., B.A., M.A., Ph.D.	Professor Emeritus
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Cochis, Thomas, B.S., M.S., Ph.D.	Professor Emeritus
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Copeland, Margaret, B.S.Ed., M.S.Ed., M.A.	Instructor Emerita
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Searway, Joyce Roy, B.A., M.A., Ed.D.....	Professor Emerita
Shaddix, Pat, B.A., M.B.A.	Director Emeritus

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Smith, Johnny L., B.S., M.S., Ed.D.	Professor Emeritus
Smith, Larry Joe, B.S.	Director Emeritus
Smith, T. Allen, B.S., M.S., Ph.D.	Department Head Emeritus
Sowell, Elizabeth S., B.S., M.S., Ph.D.	Professor Emerita
Stinson, Mary E., B.S.Ed., M.S., Ed.S., Ph.D.	Associate Professor Emerita
Suarez-Crowe, Yolanda, B.A., M.S., Ph.D.	Professor Emerita
Sudduth, Sandra, A.B., M.S.Ed.	Instructor Emerita
Summerour, Charles William, III, B.S., M.S., Ph.D.	Professor Emeritus
Taylor, Phyllis, B.M.Ed., M.S.Ed.	Instructor Emerita
Thornburg, Charlotte, B.A., M.Ed., Ed.D.	Professor Emerita
Thornhill, Bonnie T., B.S.M., M.S.M., D.S.M.	Professor Emerita
Trivoli, George W., B.S., M.B.A., Ph.D.	Professor Emeritus
Walker, J. Charles, B.A., M.Ed., J.D., Ph.D.	Professor Emeritus
Ward, Carlton, B. A., M.F.A.	Department Head Emeritus
Watts, Roberta O., B.S.M., M.S.N., Ed.D.	Professor Emerita
White, Ronald, B.S., M.S., Ph.D.	Professor Emeritus
Williams, Eugene J., B.A., M.A.	Instructor Emeritus
Wilson, Barbara T., B.S., M.A.	Instructor Emerita
Wilson, Jerry B., B.A., B.D., Ph.D.	Department Head Emeritus
Wood, Randal, B.S., J.D.	Associate Professor Emeritus
Woodward, H. Bascom, III, B.S., M.A., Ed.D.	Vice President Emeritus
Wooster, Julia, B.S., M.S.	Instructor Emerita
Wright, Elsie L., A.B., M.A., Ph.D.	Professor Emerita
Yeh, Pu-Sen, B.S., M.S., Ph.D.	Department Head Emeritus
Yocum, Virginia, B.S., M.A., Ed.D.	Professor Emerita
Yunker, Barbara D., B.A., M.S., Ph.D.	Associate Professor Emerita
Zenanko, Marsha, B.S.E., M.S.E, Ph.D.	Professor Emerita
Zuelke, Dennis C., B.S., M.S., Ph.D.	Professor Emeritus

GRADUATE STUDIES

All graduate programs are under the administrative direction of Graduate Studies. The Director of Graduate Studies serves as the chief administrative officer and reports to the Provost and Vice President for Academic Affairs. The Director of Graduate Studies serves as chair of the Graduate Council and is responsible for implementing, monitoring, and enforcing Graduate Council policies and regulations. The Director of Graduate Studies is also responsible for presenting Graduate Council recommendations to the appropriate administrative authority for approval.

GRADUATE STUDIES STAFF

Joe Walsh..... Vice Provost and Interim Director, Graduate Studies

Julia Maddox..... Graduate Program Officer

LaRilda VanSandt Graduate Program Officer

Ashlee Hanvey Graduate Admissions Administrative Assistant

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- Beehler, John (2015) President
 B.S., The Pennsylvania University
 M.B.A., Ph.D., Indiana University
- Turner, Rebecca O. (1981) Professor of Social Work, Provost, and
 B.A., University of Montevallo Vice President for Academic Affairs
 M.S.W. and D.S.W., The University of Alabama
- Al-Hamdani, Safaa H. (1992) Professor of Biology
 B.S., Baghdad University
 M.S., Tuskegee Institute
 Ph.D., Oklahoma State University
- Akpan, Joseph (2011) Professor of Secondary Education
 B.S.Ed., Lane College
 M.Ed., Drake University
 Ph.D., Iowa State University
- Allen, Linda C. (2011) Assistant Professor of Instructional Leadership
 B.A., The University of Alabama in Huntsville
 M.S., Alabama A&M
 Ed.S., Jacksonville State University
 Ed.D., The University of Alabama
- Anderson, William Chad (2014) Assistant Professor of Art
 B.F.A. and M.F.A., Mississippi State University
- Baptiste, Renee L. (2005) Professor of Music
 B.M., William Carey College
 M.M., Eastman School of Music, University of Rochester
 Ph.D., University of Florida
- Barnes, Jimmy (2007) Associate Professor of Instructional Technology
 B.A., Berry College
 M.Ed., University of West Georgia
 Ed.S., Jacksonville State University
 Ed.D., Nova University
- Barnett, Timothy (2003) Professor of Political Science and Public Administration
 A.S., Boise State University
 Th.B., Christian International College
 M.P.A., Boise State University
 Ph.D., University of Kansas
- Barnett-Ellis, Paula (2000) Professor and Librarian
 B.S., Georgia Southern University
 M.M.C., University of South Carolina
 M.L.I.S., The University of Alabama

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B.S. & M.S., Jacksonville State University
Ph.D., University of Kansas
- Beard, Lawrence (1999) Professor of Special Education
B.A., B.S., M.A., Ed.S., and Ed.D., The University of Alabama
- Beezley, Paul Richard (2004) Associate Professor of History
B.S., Appalachian State University
M.S. and Ph.D., University of Mississippi
- Bekhouche, Noureddine (2000) Professor of Applied Engineering
B. S., University of Annaba
M.S., Polytechnic University of New York
Ph.D., West Virginia University
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B.A., Randolph-Macon Women's College
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- Benson, Jeremy L. (2011) Associate Professor of Music
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- Best, Eric (2013) Assistant Professor of Emergency Management
B.S., M.A., Ph.D., University of Delaware
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B.S. and M.S., Jacksonville State University
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- Blair, Benjamin G. (1998) Professor of Biology
B.S. and M.S., Jacksonville State University
Ph.D., Mississippi State University
- Blades, Randal N. (2006) Associate Professor of Drama/Department Head, Drama
B.A., Jacksonville State University
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- Boozer, Benjamin (2011) Assistant Professor of Finance
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Ph.D., Kansas State University

- Cook, Llewellyn D. (1999)..... Professor of History
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 M.A. and Ph.D., Florida State University
- Corbin, Patricia (1999) Professor of Music
 B.M., State University College, Potsdam, NY
 M.A., Montclair State University
 D.M., Indiana University
- Cunningham, Brent J. (1999)..... Professor of Marketing
 B.S., Jacksonville State University
 M.A., The University of Alabama
 Ph.D., University of Mississippi
- Davis, Randall C. (1991) Professor of English
 B.A., Marietta College
 M.A. and Ph.D., Ohio State University
- Davis, Richards Patton (2000)..... Professor of Criminal Justice
 and Head of Criminal Justice
 A.B., University of Georgia
 M.A. and Ph.D., The University of Alabama
- Dempsey, David W. (2000) Professor of Mathematics
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 Ph.D., University of Kentucky
- Dempsey, Heidi L. (2006).....Associate Professor of Psychology
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 M.A., Simon Fraser University
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- Di Biase, Carmine G. (1993) Professor of English
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 M.A., Wright State University
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- Dodd, Jeffrey J. (1996)..... Professor of Mathematics
 B.S. and Ph.D., University of Maryland
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- Dunn, Christian M. (2015).....Assistant Professor of Art
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- Featherstone, Michael (2002) Associate Professor of Information Management
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- Felgar, Robert P., III (1971)..... Professor of English and Head of English
A.B., Occidental College
M.A. and Ph.D., Duke University
- Fielding, William T. (1968)..... Professor of Economics and
B.S. and M.B.A., Auburn University Dean, School of Business and Industry
Ph.D., University of South Carolina
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COURSE PREFIXES

ACC.....	Accounting
AN.....	Anthropology
ANP.....	Adult-Gerontology Acute Care Nurse Practitioner
ART.....	Art
BA.....	Business Administration
BY.....	Biology
CJ.....	Criminal Justice
CS.....	Computer Science
CTE.....	Career Technical Education
CY.....	Chemistry
DNP.....	Doctor of Nursing Practice
DR.....	Drama
EC.....	Economics
ECE.....	Early Childhood Education
ECG.....	Counselor Education
ED.....	Education
EED.....	Elementary Education
EFD.....	Education Foundations
EH.....	English
EIM.....	Instructional Media
EM.....	Emergency Management
EPY.....	Educational Psychology
ESC.....	Environmental Science Management
ESE.....	Secondary Education
FCS.....	Family and Consumer Sciences
FIN.....	Finance
FNP.....	Family Nurse Practitioner
GIS.....	Geographical Information Systems
GY.....	Geography
HPE.....	Health and Physical Education
HY.....	History
IL.....	Instructional Leadership
LM.....	Library Media
MBY.....	Marine Biology
MFG.....	Manufacturing Systems Technology
MGT.....	Management
MKT.....	Marketing
MS.....	Mathematics
MU.....	Music
NU.....	Nursing
PHS.....	Physics
PSC.....	Political Science
PSY.....	Psychology
RDG.....	Reading Specialist
SPE.....	Special Education/Collaborative Teacher

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